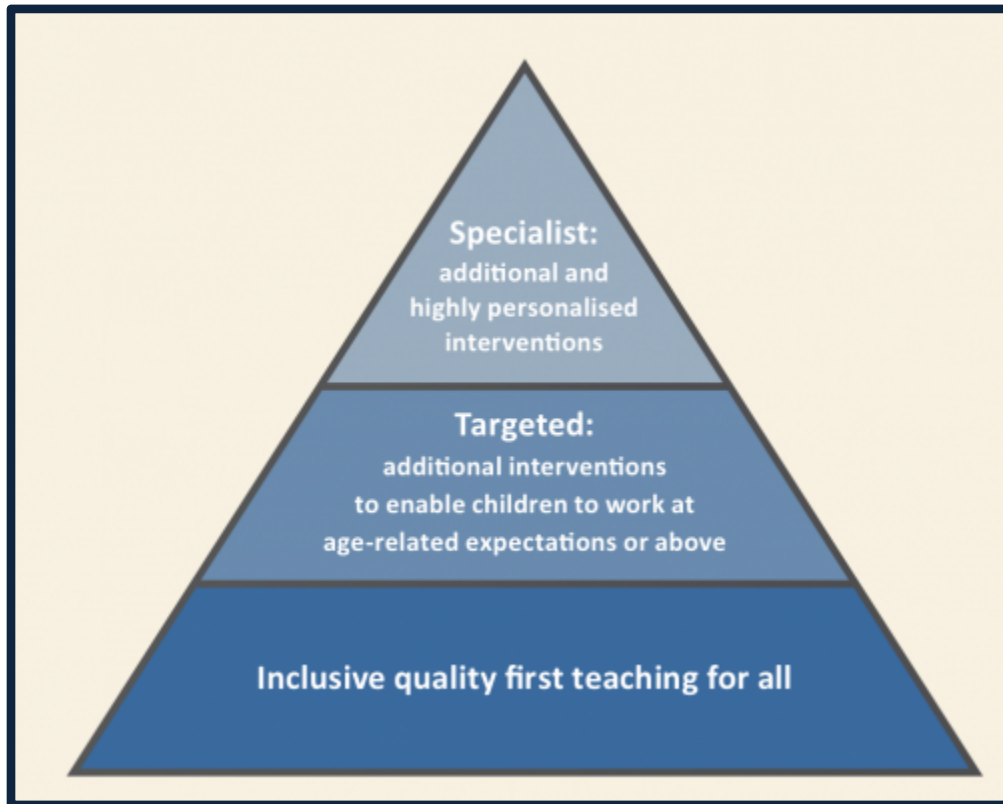


APPENDIX 6 - Our Special Educational Needs Provision



All children, including Special Needs children are supported through our Inclusive Quality First support as follows:

- **Quality First teaching where we aim to enable as much contact with the class teacher as possible, by utilising teaching assistant support to release the teacher**
- **Practical and concrete resources to assist understanding**
- **Visual cues, charts, mats and reminders around the classroom and on desks**
- **Small group support for part of the day**
- **Dyslexia, Autism and ADHD friendly language and teaching techniques**

All children, including Special Needs children are supported through our Targeted support as follows:

- **Small group support required for a majority of the day, with teacher input at higher ratios.**
- **Additional interventions for specific areas of learning, delivered through planned sessions with teachers and teaching assistants before or after school.**
- **Pre-Teach – Responsive first line intervention where children who have been assessed as not grasping concepts quickly, (targeted or SEN), will attend a short, focused session with the class teacher, to look at the concepts and skills prior to them being taught that day.**
- **Post-Teach - Responsive first line intervention where children who have been assessed as not grasping concepts quickly within the lesson, or on prior assessments, (targeted or SEN), will attend a short, focused session with the class teacher, to reinforce the skills and concepts delivered in the lesson that day.**
- **Tailored use of language, scaffolding and cues that are 1:2:1 in nature.**
- **A range of interventions and programs that are delivered within the school, or after and are specialist in nature and tailored via ongoing assessments to focus on particular needs such as speech and language, vision, memory and processing, movement, maths, literacy, behaviour, social skills and self-esteem.**
 - a. **Taught by a teacher/teaching assistant in a small group or 1:1 situation**
 - b. **Based on careful assessment of the child's needs**
 - c. **Highly structured so that steps in learning are achievable**
 - d. **Time-limited**
 - e. **Designed to boost progress and help the child close the gap between themselves and their age group.**

If these strategies do not support children in reaching their potential, they will then have access to additional specialist support. This takes the form of either:

- **A strategy, framework or evidence based program which has been recommended by an external agency such as Specialist Teaching Team (STT), Sensory Services Team (SEST), Working Together Team (WTT), Educational Psychologist (EP), SALT (Speech & Language Team), Children’s & Adolescent Mental Health Services (CAMHs), Lincolnshire Healthy Minds (LHM). The impact of this work will be assessed by the school or external agency to measure the long term impact.**

If the impact on the personalised and realistic targets set for the child with the Special Educational Need is low, another type of provision will be introduced.

The menu of school led, and external agency recommended provision types are listed below. Many of these programs are evidence based, with research indicating they have a positive impact on children who undertake them, according to the Education Endowment Fund (EEF), Best Evidence Encyclopedia (BEE) and Evidence4Impact (E4I). These are shown below as Evidence Based Interventions (EBI), or Evidence Based Approaches, (EBA).

Area Of Difficulty	Quality First & Targeted Interventions Managed On Day To Day	Specialist Support Short Term Evidence Based Programs	Implementation Details / Evidence Base
Reading & Spelling – Phonics & Decoding (Dyslexia)	Ruth Miskin – Read Write Inc Programme	Nessy Reading & Spelling (Orton Gillingham Approach) Read Write Inc Phonics	Y1 to Y6 / 4 x 20 mins a week / independent work with 5 minutes follow-up with a class teacher per child / ongoing program until completed EBI – 40% increase in student average reaching expectations

<p>Reading – Fluency & Initial Comprehension</p>	<p>New Read & Write Book Series</p> <p>Access to Wellbeing dogs</p>	<p>Accelerated Reader (EEF)</p> <p>Talk & Feedback via reading mentoring</p> <p>Reading Dr – Available but needs to be privately funded</p> <p>Reading times</p>	<p>Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions</p>
<p>Reading - Comprehension</p>		<p>Comprehension Sessions</p>	<p>Y2-Y6 / 2 x 20-30 mins a week / CT or TA</p>
<p>Writing</p>	<p>Vocabulary Mats / Writing Checklists</p>	<p>Write Away Together</p> <p>Dragon Voice Dictation / Dictate Pro</p>	<p>Y2 to Y6 / 1-2-1 or small group / 20 mins x 2 per week / 10 week minimum program</p> <p>EBI +8 months over 10 weeks</p>
<p>Maths (Dyscalculia)</p>	<p>Concrete apparatus</p>	<p>Shine</p>	<p>Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions</p>
<p>Recall, Recognition and Visual/ Auditory/ Receptive Processing Difficulties Of Specific Skills &</p>	<p>Cue cards</p> <p>Check lists</p>	<p>Precision Teach (EBI)</p>	<p>5 minutes a day per skill/fact with a CT or TA</p> <p>Recommended by STT</p>

<p>Coordination / Gross & Fine Motor Skills <i>(DCD / Dyspraxia)</i></p>	<p>Sensory Circuits Pencil Grips Fine Motor Baskets</p>	<p>1st Move and/or Recommended Physiotherapist, or Occupational Therapist Program</p>	<p>2 x 20 mins sessions a week / TA / Ongoing</p>
<p>Visual Tracking</p>	<p>Visual Overlay</p>	<p>Recommended Ophthalmic Tracking Program-</p>	<p>As recommended</p>
<p>Memory / Processing</p>	<p>7 Step Approach Visual Overlay</p>	<p>LDA Visual Processing Program EyeCanLearn Timed Repeated Readings</p>	<p>10 mins per day / TA / Ongoing 10 mins per day / TA / Ongoing 5 mins per day / TA / Ongoing</p>
<p>Speech & Language Receptive and Expressive Language</p>	<p>Access to Wellbeing dogs</p>	<p>1st Call Black Sheep Dragon Voice Dictation and/or Recommended Program by SALT/ECLIPS Reading times with Wellbeing</p>	<p>2 x 20 mins sessions a week / TA / Ongoing</p>
<p>Other Physiotherapy Need</p>		<p>Recommended Physiotherapist, or Occupational Therapist</p>	<p>As recommended</p>

<p>Sensory Processing Disorder (SPD)</p>	<p>Adjustments in class to routines and timetables</p> <p>Ear Defenders</p> <p>Sensory Cushions/ Wobble chairs</p> <p>Sensory Circuits</p>	<p>Sensory Processing Intervention Program</p>	<p>2 x 20 mins a week / TA / Ongoing</p> <p><i>Recommended by Working Together Team</i></p>
<p>Social Skills - Friendships</p>	<p>Circle Of Friends</p> <p>Talkabout</p> <p>Access to Wellbeing dogs</p>	<p>ELSA</p>	<p>2 x 20 mins sessions a week / TA / Ongoing</p>
<p>Social Skills - Communication</p>	<p>Social Stories – Gray</p> <p>Talkabout</p> <p>Access to Wellbeing dogs</p>	<p>ELSA</p> <p>First Call</p> <p>Let’s Talk</p> <p>Lego Therapy</p> <p>Art Therapy (Lapbook)</p>	<p>2 x 20 mins sessions a week / TA / Ongoing</p>
<p>Social Skills – Anger Management</p>	<p>Reflect & Discuss Session – Blinks</p> <p>Safe Area</p> <p>Adjustments in class to routines and timetables</p>	<p>Volcano In My Tummy Program</p> <p>Starving The Anger Gremlin CBT Program</p> <p>ELSA</p>	<p>1 x 30 min session per week / Pastoral Team</p>
<p>Self-Esteem</p>	<p>Reflect & Discuss Session – Blinks</p> <p>Special Direct Social Stories</p> <p>Access to Wellbeing dogs</p>	<p>ELSA</p> <p>One Of A Kind</p> <p>Helping Children To Build Self-Esteem</p> <p>Drawing & Talking</p>	<p>1 x 30 min session per week / Pastoral Team</p>

Anxiety	Safe Area Adjustments in class to routines and timetables Access to Wellbeing area Access to Wellbeing dogs	ELSA Drawing and Talking Starving The Anxiety Gremlin CBT Program	1 x 30 min session per week / Pastoral Team
Bereavement	Regular Talk Sessions Access to Wellbeing dogs	Drawing & Talking NHS Bereavement Services	1 x 30 min session per week / Pastoral Team
Family Separation	Wishes & Houses Access to Wellbeing dogs	ELSA Drawing & Talking	1 x 30 min session per week / Pastoral Team
Abuse	Wishes & Houses Access to Wellbeing dogs	ELSA Drawing & Talking Team Around Child Child In Need	1 x 30 min session per week / Pastoral Team

Evaluation Of Specialist Provision:

The success of each provision is measured through an entry and exit level assessment, many of which are built into the programs delivered. Records are kept for each child undertaking these provisions, so that individual impact can be seen. The success is then recorded on the EHCP and SEN Needs Profiles. Should a program not have made a positive impact on the child, an alternative will be found.

Strategic evaluation of the provision given to children with SEN is met through analysis of the intervention's impact for all children who undertake it, via a database of children's success against the provision type. This is evaluated annually to ensure the provision is successful and fit for purpose. Changes to whole school provision programs are made when new evidence indicates an improved resource could be available, or when the provision type is not having the desired outcome for a majority of children undertaking it.