



**POTTEN END C of E PRIMARY SCHOOL
INTERVENTION PROGRAMMES**

Autumn 2014

At Potten End C of E Primary School, we see all our children as ‘unique’ individuals and endeavour to enable each child to achieve their full potential, whatever their ability or specific needs by providing equal opportunities for all within our school.

We aim to achieve this through the removal of barriers to learning and participation.

Our curriculum promotes the development of the whole child as a confident, resourceful and independent learner who is able to face the future with resilience and ingenuity.

Through appropriate curricular provision, we respect and acknowledge that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning and participation;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We want all of our children to feel that they are a fully-included and valued member of our school community.

Westfield First School is committed to working in partnership with parents/carers, external agencies and the Local Authority to ensure the best outcomes for our children identified with special educational needs.

Potten End C of E Primary School is an inclusive school and may offer the following range of provision to support children with SEND (Special Educational Needs and Disability) in addition to Quality First Teaching

INTERVENTION
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • A one hour a week practical skills programme for an individual child • A one hour a week practical skills programme for a small group of 2/3 children
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Prompt and reminder cards for organisational purposes • Pre teaching of strategies and vocabulary • Access to own laptop • Specialist equipment to access the curriculum

Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from a specialist teaching assistant

Mentoring activities

- Use of talk partners
- Use of peer mentoring
- Support from a specialist TA
- Planned programme from the class teacher

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Interventions from an Occupational Therapist/Physiotherapist

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents).

- Planned programme of support from a the classroom teaching assistant
- Meet and greet session at the start of each day
- Parental contact session at the end of each week
- Referral to CAMHS

Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Teaching
- Withdrawal in a small group for 'Catch-up Literacy activities' including wave 3
- Withdrawal by a specialist teaching assistant for 1:1 support

Strategies to support modify behaviour

- Use of the school's behaviour policy (available on school website)
- Time out

Strategies to support/develop numeracy

- Small group support in class through Guided Teaching
- Withdrawal in a small group for 'Catch-up Numeracy activities'
- Withdrawal by a specialist teaching assistant for 1:1 support

Provision to facilitate/support access to the curriculum

- Small group support from the classroom teaching assistant
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment such as seating, soundfield systems, personal screen for visually impaired
- Use of a personalised curriculum

Strategies/support to develop independent learning

- Use of visual timetables and checklists
- Pre teaching of vocabulary and content
- Access to personal ICT
- 'Chunking' of activities
- Use of individualised success criteria

Support/supervision at unstructured times of the day including personal care

- Learning Mentor at play/lunch times
- Named teaching assistant at playtime
- Named Midday Supervisor at lunchtime

Planning and assessment

- Individual Education Plan
- Individual targets
- Regular review of targets with child and parents

Liaison/Communication with Professionals/Parents, attendance at meetings and

- Preparation of reports
- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents

Access to Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs
- NHS support for 1:1 support for life saving interventions