



Sedgeberrow SEND Offer

Sedgeberrow First School

SENDCo: Nicole Ioannides – National Award SENCO (NASENCO), 2015.

At Sedgeberrow First School, our vision is to ensure that every child achieves happiness, emotional and physical wellbeing and the opportunities to develop an understanding of their own spirituality. Through this vision our children flourish with kindness as individuals and achieve their best. All children will grow a lifelong love of learning, a love for others and our world and a love for themselves.

'Love each other as I have loved you'
John 15 :12

In school we ensure that we meet the individual learning needs of all our pupils through providing high quality teaching and high expectations to all pupils. We aim to plan an engaging curriculum that is accessible to all, which offers a range of learning experiences, differentiated to meet our pupils' individual needs. This school offer outlines the support we offer to all our pupils which can be tailored to the individual child.

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Special Educational Need (SEN)		Provision
<p>Communication and Interaction</p> <p>Children with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or that they do not understand social rules of communication.</p> <p>Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>Speech, Language and Communication Needs [SLCN]</p> <p>Autistic Spectrum Disorders [ASD]</p>	<p>Teaching, Learning and Environment</p> <ul style="list-style-type: none"> Regular staff CPD training relating to Quality First Teaching. The CPD register is kept in the Head Teachers office. Professional development opportunities are regularly provided for staff and governors, delivered by both members of staff and external agencies. Teaching assistants are deployed to increase pupil success and independence. Teaching assistants have been trained to deliver the Rapid Phonics interventions. Small group/individual targeted intervention programmes are delivered to improve skills in phonics, reading, writing, spelling, handwriting, fine and gross motor skills, speaking and listening, understanding of language, maths, social skills and feelings and emotions. Precision teaching is used where appropriate – all staff have had training on Precision teaching from the Educational Psychologist. Pre-teaching is used to introduce key points, content and concepts, including strategies from the Word Aware programme. The SENDCO is trained to support pupils with a range of learning difficulties, for example using the Worcestershire Dyslexia and Dyspraxia Pathway materials which are available to view on the SEND page of our website. Differentiation is in place in all planning for all groups of pupils. Pupils are taught life and independent skills. Pupils access ICT software e.g. Clicker, speech to text. Individual pupils have access to specialist equipment including writing slopes, pencil grips, coloured overlays and exercise books, sensory cushions and ear defenders. All classrooms have visual timetables with a marker clearly displayed. Some pupils have an individual visual timetable or a 'Now and Next' board. Pupils on the SEND register have personalised targets relating to their area/s of need on their Individual Education Plans [IEP] Individualised teaching programmes are delivered in short sessions. Some 1:1 and small group work is implemented outside the classroom. Our accessible school environment includes out of hours activities and school trips. Minor adjustments are made to classroom practices and materials/equipment that may be required. Quiet areas are available around school with known staff. Pupils have access to nurture areas and regular activities associated with supporting social and emotional development, including the pond area and the garden. Pastoral Support Plans [PSP] are introduced for pupils in danger of escalated concern, tightly managed and reviewed. Flexible personalised pupil timetables may include a reduced timetable. Individual Behaviour Plans [IBP] are put in place for some pupils, outlining targets and specific strategies which are tightly managed and reviewed. Supervision of play and lunchtimes assists and supports social interaction, independence, play, mobility and emotional well-being.
<p>Cognition and Learning</p> <p>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs: Children with Moderate [MLD] and Severe Learning Difficulties [SLD] are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.</p> <p>Children with Profound and Multiple Learning Difficulties [PMLD] are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific Learning Disabilities [SpLD] affect one or more specific aspects of learning, encompassing a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</p>	<p>Moderate Learning Difficulties [MLD]</p> <p>Severe Learning Difficulties [SLD]</p> <p>Profound and Multiple Learning Difficulties [PMLD]: Physical Disability [PD]</p> <p>Sensory Impairment [SI]</p> <p>Specific Learning Difficulties [SpLD]</p>	

		<ul style="list-style-type: none"> Individual Educational Plans [IEP's] can be accessed by authorized members of staff on our new system Provision Map which also shares plans directly with parents and allows parents to comment on the plans from home.
<p>Social, Emotional and Mental Health</p> <p>Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.</p> <p>Other children may have disorders such as Attention Deficit Disorder [ADD], Attention Deficit Hyperactive Disorder [ADHD] or Attachment Disorder [AD].</p>	<p>Mental Health and Well-Being</p> <p>Social Need</p> <p>Emotional Need</p> <p>Autistic Spectrum Disorders [ASD]</p> <p>Attention Deficit Disorder [ADD]</p> <p>Attention Deficit Hyperactive Disorder [ADHD]</p> <p>Attachment Disorder [AD]</p>	<p>See provision listed above.</p> <ul style="list-style-type: none"> All staff embrace personal, social and health development in school. Two members of staff are recognised Mental Health First Aiders. The My Happy Mind whole school programme is run in every class and breaks down how the brain works to regulate our mood and emotions. Weekly sessions and reflection time is timetabled into each classes' week, with journals to record any reflection in relation to these sessions. As a school we follow the Zones of Regulation approach. The school embraces a Values programme which underpins our inclusive ethos. Our behaviour management strategies are clear and consistent throughout the school. Behaviour management systems encourage pupils to make positive choices about their own behaviour. The behaviour policy enables leaders to make reasonable adjustments with the aim of minimising the need for exclusion. An Anti-Bullying policy is in place at Sedgeberrow First School and bullying is not tolerated. Individual Behaviour Plans [IBP] are implemented for pupils in need. These are reviewed termly with parents. Pastoral Support Plans [PSP] are introduced for pupils in danger of escalated concern, tightly managed and reviewed. Alternative provision interventions are in place for pupils at risk of permanent exclusion as seen in our behavior policy. A positive handling policy for all pupils is in place. Certain members of staff are trained to use positive handling procedures through Team Teach. Flexible, personalised pupil timetables may include a reduced timetable. External support is sought and advice implemented to support individual pupils' needs. Links with other settings include Perryfields PRU. Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. Breakfast club provides a nurturing environment for pupils to begin the day positively and to promote attendance and punctuality. Breakfast club is run by our Teaching Assistants – Wendy Milum, Kate Gibbons and Helen Capaldi. Risk assessments are undertaken to ensure the safety and inclusion of all pupils. Policies and procedures ensure children are guided in developing a positive understanding of e-safety and pedestrian and cycling training. Outdoor learning (Forest School) enables children to build positive relationships and to understand the importance of team work and collaboration. Further opportunities for outdoor learning are provided within the curriculum throughout the school. Residential trips are provided for pupils in Year 4 and Year 5. These enable children to begin to develop independence. External agencies work closely with the school including the Speech and Language Therapy service [SALT],

		<ul style="list-style-type: none"> ✿ Learning Support Team [LST], Behaviour Support Team [BST], Complex Communication Needs Team [CCN], Educational Psychologist [EP], Regency Outreach Physical Disabilities Team, Occupational Therapy [OT], Vision Impairment [VI] and Hearing Impairment [HI] teams, the school nurse, Child and Adolescent Mental Health Service [CAMHS], the Paediatric service and Children's Services. ✿ Mrs Clelland is a Level 4 Child Counsellor and works with pupils every Wednesday morning. ✿ Mrs Payne is our own Speech and Language Specialist teaching assistant who supports the children 2 afternoons a week. She has Level 3 for Supporting Teaching and Learning; Speech, Language and Communication Needs training; Wellcomm training and we are also part of the Wychavon Speech and Language outreach programme. ✿ Miss Bonny is a qualified Play and Creative Arts Therapist (PTUK) as well as being a Certified AutPlay® Therapy Provider. She runs individual and group sessions on Mondays to Wednesdays.
<p>Sensory and/or Physical</p> <p>Some children require SEND provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.</p> <p>Many children with Vision Impairment [VI], Hearing Impairment [HI] or a Multi-Sensory Impairment [MSI] will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Many children require minor adaptations to the curriculum or the physical environment. Some children with a Physical Disability [PD] require additional on-going support and equipment to access all the opportunities available to their peers. Some children require special educational provision.</p>	<p>Pupils living with:</p> <p>Vision Impairment [VI]</p> <p>Hearing Impairment [HI]</p> <p>Multi-Sensory Impairment [MSI]</p> <p>Physical Disability [PD]</p>	<p>See provision listed above.</p> <ul style="list-style-type: none"> ✿ All staff are aware of children's physical/sensory disabilities and the implications of these needs on their teaching and learning. ✿ All teachers encourage children to wear/use appropriate sensory equipment. ✿ Our accessible school environment includes out of hours activities and school trips. ✿ Minor adjustments are made to classroom practices and materials/equipment that may be required. ✿ Advice and guidance is sought and implemented from the Local Authority/Regency Outreach Physical Disabilities Team to ensure that barriers to success are reduced. ✿ Additional adults are deployed to increase pupil success and independence. ✿ ICT is used to increase access to the curriculum where appropriate. ✿ Staff training from specialist medical colleagues is provided for those children who have significant medical needs e.g. diabetes, epilepsy and asthma. ✿ Staff understand and implement the medicine administration and asthma policy. ✿ Medical Care Plans for individual pupils are regularly reviewed and shared with relevant staff. ✿ School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement. ✿ Access to the school's playground has been improved with a gentle slope into the playground rather than a step. ✿ Access to the stage has been improved with a lift.

Waves of Provision

	What does each wave look like?	How is it evaluated?
Wave 1	Quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.	Regular lesson evaluations, professional dialogue with support staff and peers. This is monitored through work scrutinies and learning walks conducted by the leadership team.
Wave 2	Specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.	Group provision maps which are reviewed at the end of each term. Monitor the individual progress against targets as well as the success of the intervention. These outcomes inform Pupil Progress Meetings as part of the graduated response.
Wave 3	Targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. This type of provision is likely to draw on specialist advice from an outside agency.	Review of targets on a child's Individual Support Plans at the end of each term. Parents and children will be involved with this review and new target setting. The class teacher should make appointments at the end of each term for this purpose. These outcomes inform Pupil progress meetings as part of the graduated response.

Wave 1 Provision – Quality First Teaching

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<ul style="list-style-type: none"> Scaffolding learning. Visual tools to support learning. Clear instructions. Regular staff CPD Training for Quality First Teaching. TA support in classroom. Differentiation. Talk4Writing. A range of planning tools including pictorial planning. Word banks to access. 	<ul style="list-style-type: none"> Topic vocabulary in the classroom. Structured school days and class routines. Spellings and word mats. Pictures on labels and signs in the room. Visual timetables in all rooms. Regular routines and structures. Modelling good listening and communication. 	<ul style="list-style-type: none"> Daily reflection. PSHE sessions every week. My Happy Mind sessions weekly. Good classroom routines. Friendship bench in the playground. Positive reward systems. Achievement assemblies. Class reward systems. Zones of regulation. 	<ul style="list-style-type: none"> Classrooms that are not too busy. Quiet learning environments. Regular movement breaks, wake and shake, active hands-on learning. Suitable equipment such as pencil grips. Flexible teaching arrangements. Brain gym exercises. Fine motor skill activities.

Wave 2 Provision – Targeted Support

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<ul style="list-style-type: none"> Precision teaching – maths skills, spelling skills. SNIP Literacy Programme. Rapid Phonics and Rapid Reading programmes. Targeted phonic group interventions. Toe by Toe reading intervention. Targeted intervention for maths skills and language. Pre-teaching. Dyslexia and Dyspraxia pathways materials. Catch up reading scheme – Wellington Square. 	<ul style="list-style-type: none"> Wellcomm Targeted interventions. Pre-teaching vocabulary. Small social group interventions. Intervention programme for recognising feelings and emotions. Word Aware. Black Sheep Narrative. Adobe Reader/Word – read out loud. Social stories. Speech and language support. Personalised visual timetables. Talking tins, Dictaphones/speech to text. Lego therapy. 	<ul style="list-style-type: none"> My Hidden Chimp Intervention. Group play therapy. Relax Kids. Zones of Regulation. Time to talk to a trusted adult when needed. Proud book celebrating achievements. Support for unstructured times. E.g Playleaders. Time out in a 'safe' place if needed. Calm strategies such as breathing exercises, tapping, etc. Yoga club. 	<ul style="list-style-type: none"> Jimbo Fun Level 1 and Level 2. Warwickshire Handwriting Scheme. Dough Disco Fine and gross targeted interventions. Fidgets toys, wiggle cushions, chair bands etc. Sensory area/equipment. Writing slopes. Keyboard skills and handwriting practice.

Wave 3 – Highly Personalised Intervention

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<ul style="list-style-type: none"> Technology to support recording work – laptop/ipad with voice recognition. Clicker to support with writing on a computer. Reading pens. Memory skills training – memory magic. Stile reading intervention. PAT spelling scheme. 1:1 support. Detailed targets from a Learning Support Team assessment or an Educational Psychologist Assessment. Dyslexia Assessment Targets. 1:1 support Coloured paper or overlays. Individual Education Plan (IEP) 	<ul style="list-style-type: none"> Speech and Language support and targeted interventions from Worcestershire NHS SALT Team. Individual Education Plan (IEP) Social skills group. Use of ICT – clicker. Targeted support and interventions from our in school specialist Speech and language teacher. Input from Complex Communication Team. 	<ul style="list-style-type: none"> Personalised Pastoral Plan. Talking counselling. Play Therapy. Therapy dog. Individual Education Plan (IEP) Individual reward systems. Anger management sessions. CAMHS Cast input. Educational Psychologist. 	<ul style="list-style-type: none"> Occupational Therapy Assessments and targets. Hokki Wobble Stool Music in headphones to help concentration. Individual Education Plan (IEP) Access to ICT. Highly specialist equipment such as specialist seats.. Physical disability outreach team. Physiotherapy programme.

