

What can I expect the school to be do in order to meet my child's special educational needs?

'Quality First Teaching' is an entitlement for all children and as a school we are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities.

SEN support is primarily delivered by class teachers through differentiated teaching methods where teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

Additional support is provided by the SENCo and by trained teaching assistants (TA's) throughout the school. The support timetable is reviewed, as necessary, by the SENCo and the management team in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.

As a small school we think carefully about how best to group our pupils to meet their needs, including those pupils identified as SEND. Early phonic skills taught through the Read, Write Inc. program, allow for EYFS and Key Stage 1 pupils to work in groups according to their phonic knowledge and ability, rather than in classes. Pupils requiring additional support are quickly identified, enabling them to revisit parts of the programme, specific to their need in order to clarify and reinforce learning.

Similarly pupils in Key stage 2 who require additional support in reading comprehension and spelling can access the 'Catch up' element of Read, Write Inc.

Where appropriate, children may have access to other additional small group activities for short periods of time, alongside other children with similar needs. This may be to undertake work on a particular intervention programme, such as motor skills group, or simply as a means of facilitating opportunities to re-visit skills, or knowledge, where they may need additional practice. The work carried out in small groups is carefully planned and overseen by the class teacher, who is responsible for monitoring the child's progress and targeting the support carefully.

Some children may require interventions of a 1/1 nature for periods of time. Again these are planned and overseen by the class teacher and progress is carefully monitored.

The head teacher and SENCo are responsible for the allocation of 1/1 and group interventions for the School. Various interventions are available, dependent on need, and this information is detailed within the School's Provision Map and Intervention Grid.

Support staff, class teachers, the SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.