

## SEN Provision at Arnbrook

We aim to provide personalised and targeted support for all our pupils with SEND. We work with the Local Offer to provide links into the wider community and support groups. We also use a range of interventions and resources to support our pupils with SEND. The link below outlines the school offer for the four categories of SEND. These may change during the year or new strategies tried which are not listed. Not all interventions and resources are appropriate for all children.

### Communication and Interaction Needs

- Quality First Teaching
- Afternoon phonics top up (KS1 pupils)
- Speech and Language Interventions
- Partnership with Speech and Language Therapists
- Partnership with the Communication and Interaction team for referrals
- Visual timetables across all classrooms
- Personalised visual timetables for individual children, if needed
- Use of 'now and next boards'
- Streamed phonics and spelling groups
- Signs and Symbols used around school
- Reasonable adjustment to the environment
- Dyslexia friendly classroom practice
- Awareness of simple adaption of communication
- Writing Access materials provided- e.g. coloured reading filters, larger pencils
- Autism Trust materials accessed
- Dyslexia screening software
- Communication In Print software to create symbols
- Pupil Progress Profiles to set and track targets

### Cognition and Learning Needs

- Quality First Teaching
- Precision Teaching interventions
- Partnership with the Cognition and Learning team for referrals
- Writing Access materials provided- e.g. writing slopes, pencil grips
- Besquared documents used to track progress more accurately
- Working memory needs assessment
- Pupil Progress Profiles to set and track targets

### Sensory and Physical Needs

- Partnership with Fountaindale Specialist School to loan sensory equipment on a half termly basis
- Partnership with the Occupational Therapy team based at Fountaindale Specialist School to provide any specialist equipment and furniture
- Sensory Area in our Foundation unit
- 2 disabled toilets located off the main hall and in the foundation unit
- Specific programmes provided e.g. physio, occupational therapy
- Pupil Progress Profiles to set and track targets
- Accessibility Action Plan

### **Social, Emotional and Mental Health Needs**

- Access to the school Health Mentors for 1:1 support in lessons and unstructured times
- Access to the school's Health Mentors for group interventions around the themes of anger management, anxiety work, friendship building etc
- 'Time to Talk' sessions on a Monday lunchtime run by Lizzie, our 'Think Children' counselor.
- 1:1 play based counselling sessions run by Lizzie, our 'Think Children' counselor (12 week blocks)
- Incredible 5 point scale
- Use of Class Dojo for rewards
- Referrals to the Gedling Area Partnership team for support with SEMH
- Referrals to the Family Educational Psychologist
- Use of personalised social stories
- Referral to CAMHS
- Key staff trained in MAPA positive handling
- Boxall assessment of SEMH needs
- Behaviour plans created using the Breakwell cycle
- Individual child handling plans and risk assessments created to allow fair access to external visits
- Access to the Forest Schools intervention programme (off site)
- Pupil Progress Profiles to set and track targets

Alongside all these categories interventions the school does the following:

- Whole school tracking data
- Differentiation: adapting of teaching as per the teaching standards
- Ensuring awareness: i.e. basic knowledge and understanding of SEND for all staff
- Termly SEND specific training for teaching staff through INSET time
- SENDCO attends regular CPD and Family SENDCO training
- CPD for individual staff as required to enhanced skills levels around specific needs
- Outside agency staff training around a specific pupil as required
- Specific TA support in class with agreed outcomes
- Awareness of LA strategies for graduated response

## **The SEND register**

### **Vulnerable**

Children with SEND who receive support in school through classroom interventions or personalised provision.

### **SEN Support**

Children with SEND who receive support from external agencies or a more targeted, intense intervention programme. This list includes children who receive additional AFN or HLN funding or have an EHC plan.

In line with the 2014 SEN Code of Practice, Arnbrook's SEND registers can and does change on a regular basis. The SENDCO regularly monitors the support and progress of all children on the SEND register and children can move between categories according to the current level of support.