
Special Educational Needs Policy and SEND Information Report

2017-2018



Member of Staff Responsible	Mrs E Pateman
Position	Inclusion Manager
Dated	September 2017
Date of next review	September 2018

- SENCO- Mrs Elizabeth Pateman- National Award for SEN
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- This policy is written in line with the requirements of:-
- Children and Families Act 2014
- SEN Code of Practice 2014 This policy should be read in conjunction with the following school policies:
 - *Behaviour Policy*
 - *Equalities Policy*
 - *Safeguarding Policy*
 - *Homework Policy*
 - *Complaints Policy*
 - *Intimate care policy (pastoral Care)*
 - *Medical Care Policy*
 - *Accessibility Action Plan.*
- This policy was created in conjunction with the School’s Inclusion Manager, The Inclusion Governor, Head teacher, The Senior Leadership Team and parents of pupils with SEND. It will be reviewed annually.
- Our mission statement, “At Thurnham we learn to love and love to learn” is an important part of emphasising our Christian character as a Church school, alongside our six Christian values that were decided upon by the children themselves: Kindness, Trust, Sharing, Respect, Love and Friendship which form the backbone of all that we do. These Christian aspects feed into all actions we do with regard to SEN and inclusion.
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England)
- (Amendment) Regulations 2012

- SI 2013 758 The School Information (England) (Amendment)
- Regulations 2013
- Statutory Guidance on Supporting Pupils at school with medical conditions – April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document –September 2013.
- Teachers Standards 2012.

Thurnham CE Infant School is a mainstream school with an inclusive ethos.

At Thurnham CE Infant School we believe that every child has the ability to success to the very best of their abilities. At some point during their time at our school every child will need a little boost or extra help with something they did not quite grasp. Some children need a little more long- term planned provision to help them achieve their goals. This report explains what we do at our school to ensure that every child receives not only the best education possible but the best care and nurturing to do so.

What is the definition of SEN?

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2014, p 4)

The four broad areas of special educational need are defined as:

- **Communication and Interaction** - e.g. children with speech, language and communication needs and interaction difficulties, including children with ASD, including Asperger's and Autism.
- **Cognition and Learning** - e.g. children who learn at a slower pace and/or have a specific learning difficulty such as dyslexia.
- **Social, Emotional and Mental Health Difficulties** – e.g. children who present as being anxious, depressed or withdrawn or displays challenging, disruptive or disturbing behaviour. This category also includes children with disorders such as ADD/ADHD or attachment disorder.
- **Sensory and/or Physical Needs** - e.g. children with a vision, hearing and/or a multi-sensory impairment, who require specialist support and/or equipment.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is...

'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

There are children who attend our school who have a disability. Some have a life altering disability that takes careful management and planning. Just because they have the disability it does not make them SEN.

Some children can have both a disability and have SEN. These children would be termed 'SEND'.

Children who have been identified as having a special educational need, no disability, and are having an individualised programme of support are termed 'SENS'.

Children who have a disability are supported to ensure that they are able to achieve their full potential. They are regularly discussed to ensure that their condition is not affecting their education and that they are receiving any appropriate support if required.

These children will have an Individual Health Care Plan.

For more information on the management of children with disabilities and medical needs please see our ***Supporting children at school with medical conditions policy.***

Thurnham CE Infant School SEN Information Report

1) What does SEN look like at Thurnham Infant C.E. School?

At Thurnham C.E. Infant School we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. (For example: Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's syndrome, learning difficulties and behaviour difficulties).

The school also currently meets the needs of pupils with an Education, Health and Care plan (EHCP) for the following areas of special educational need: Hyperlexia Type 3 and Autism, Communication and Interaction.

In the past we have supported children with Down Syndrome / Di-George Syndrome/ Moderate Learning Difficulties.

Decisions on the admission of pupils with an Education, Health and Care plans are made by the Local Authority.

At our school we aim to help every child achieve regardless of gender, race, language, physical ability, medical need, special educational need or socio-economic background.

To achieve our aims we will:

- Identify and provide for pupils who have SEN and SEND, (Special Educational Need and/or Disability), SEN and any other additional needs.
- Work with the guidance provided in the SEN Code of Practice 2014.
- Provide support and advice for all staff working with SEN pupils.
- Develop and maintain partnership and high levels of engagement with parents.
- Ensure access to the curriculum for all the pupils.

2) Information about how we identify and make an assessment of pupils with SEN

At Thurnham CE Infant School we monitor/assess all pupils many times a year to review their academic progress. We also use a range of assessments with all pupils at various points in their time at our school. For example all children are assessed using Language Link during their Foundation Year. Those that need it are also screened using Speech Link.

Other assessments we use are:

- Raven's Coloured Progressive Matrices (CPM) – Non Verbal Screening
- Raven's Crichton Vocabulary Scales (CVC) – Verbal Screening
- The British Picture Vocabulary Scale (BPVS111) – Receptive Vocabulary
- Expressive Vocabulary Test 2
- Visual Stress Screener

- Lucid Cops
- Rapid Cops
- Boxall Profile
- Leuven Scales
- Thrive Assessments

The Class Teacher is responsible for:

- Checking on the progress and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and letting the SENCo know as necessary.
- Writing Class Provision Plans and Individual Support Plans. Sharing and reviewing these with parents and pupils at least three times a year and planning and liaising with other adults.
- Ensuring they adapt the teaching and learning for each child as identified on the Class Provision map or Individual Support Plans.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or Specialist staff.”
(SEND Code of Practice, Ch.6.36)

The Inclusion Manager (Mrs Pateman) is responsible for:

- Developing and reviewing the school’s SEN policy/SEN Report.
- Coordinating all the support for children with special educational needs or disabilities (SEND /SENS)
- Ensuring that parents and the pupil are:
 - i) Involved in supporting the child’s learning.
 - ii) Kept informed about the support the child is getting.
 - iii) Involved in reviewing how they are doing.

- Liaising with all the other people/outside agencies who support a child’s learning, e.g. Speech and Language Therapists and Occupational Therapists.
- Updating the school’s SEN register (a system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of progress and needs are updated.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible.

The Head teacher (Mr James) is responsible for:

- The day-to-day management of all aspects of the school; including the support for children with SEN.
- For ensuring a child’s needs are met.
- Making sure that the Governing Body is kept up to date about issues relating to SEN.

The SEN Governor (Mrs B M^cIntosh) is responsible for:

- Helping to raise awareness of SEN and D issues at Governing Body meetings.
- Having an oversight of the school’s arrangements and provision for SEN and D to help ensure that all pupils are appropriately catered for.
- Meeting regularly with the Inclusion manager and being involved in the monitoring process.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are shown below.

3) How do we come to the decision that we will need to include your child on our SEN register?

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. (As listed above)

The purpose of these more detailed assessments are to understand what additional resources and different approaches are required to enable the pupil to make better progress. These results will be shared with parents. Should it be felt necessary then an SEN support plan will be created. This will be developed jointly with the parents and class teachers. (The SENCO is available to provide support and advice). The plan will be reviewed regularly, refined and revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to that which is available to all. Parents will have become aware of this through meetings and discussions. Forms

will also be completed to ensure that everyone involved is aware of the child's needs and required support.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will no longer be identified as having SEN. When any change in identification of SEN occurs parents will be notified and this will be discussed.

At our school we will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

At Thurnham C E every class teacher follows a "Graduated Approach" to SEN support where they Assess, Plan, Do and Review.

Assess - The teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs using information about present and previous attainment and progress of the child, plus the use of assessment/screening tools, parental and pupil views and external advice where necessary. The SENCO will also undertake some assessments to seek to find any areas of weakness.

Plan- The teacher, along with the SENCO, and in consultation with parents and pupils, will plan adjustments, interventions and support to be put in place to meet the outcome sought. This plan will be recorded on an individual Provision Plan with a set date for review. All staff who work with the child should be made aware of their needs and their plan. If it is decided to provide a plan the parents must be formally notified and

where possible be included in the plan, to show how they can reinforce and/or contribute at home.

Do - The teacher will use Quality First Teaching and a graduated approach, classed as Universal, Targeted or Specialist depending on the child's need. The teacher will direct any additional adults in the classroom on how to also adopt this approach.

Review- The teacher will accurately monitor the attainment and progress of the pupil on a regular basis. They will review the effectiveness of the support and interventions, taking in to account the views of the parents and child. The teacher and SENCO will then revise the plan. A meeting with the parents should take place at least three times a year. This meeting should be led by the teacher and supported by the SENCO. The individualised support plan will be signed by all parties.

Universal support is more generalised support, including Quality First Teaching, where the teacher adapts their teaching to suit the needs of the individual child. They may use additional learning programmes and resources to support the development of key skills and strategies for independent learning.

Targeted support is the use of special intervention in small groups.

Specialist support is where staff seek advice from a specialist teacher. This is for children who require a programme tailored to suit their specific difficulties. This is usually taught as a one- one programme.

4) **Information about the school's policies for making provision for pupils with special educational needs/disabilities regardless of whether they have an EHC Plan, including:**

How do we evaluate the effectiveness of our provision for such pupils?

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. These are reviewed termly by the SENCO. These plans will use small measurable targets to enable us to see whether the interventions/support has been effective. These will be regularly monitored and reviewed.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body and led by the SENCO.

For children who are identified as SENS or SEND but who do not have an EHCP a Support Plan will be created three times a year in conjunction with the parents, class teacher and SENCO. These will be reviewed and new targets set and regular meetings. New objectives will be set if the existing ones have been met. New targets are created to help meet the objectives.

Children who have been receiving regular interventions from the Class Teacher/ Teaching Assistant or Learning Support Assistant will have the progress monitored at the end of every session. At the end of the block of support the impact of the intervention will be assessed to see whether it has helped improve the child's outcomes within class sessions.

5) What are our arrangements for assessing and reviewing the progress of pupils with special educational needs?

Every pupil in the school has their progress tracked five times per year. In addition to this, pupils with special educational needs may have more frequent formative assessments of the impact of the interventions or support they are receiving. The assessments we use at Thurnham C E Infant School are shown above under the section 'Provision and Interventions used at Thurnham C E infant School'. By using these it will be possible to see if pupils are increasing their level of skills in key areas and see how they are progressing with specific targeted support in certain areas. We will also assess the impact of these within the classroom setting.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

6) What is the school's approach to teaching pupils with special educational needs?

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Thurnham C E infant School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered". SEN Code of Practice (2014, 6.37)

At Thurnham C E Infant School the quality of teaching was judged to be Outstanding in our last Ofsted inspection.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In The Foundation Stage they use the Early Years Checklist. These are completed by the class teachers to ensure that all elements of support have been considered. The SENCO also monitors regularly to ensure that all classes and classrooms are 'fully inclusive' and provide the correct range of resources to ensure all children are able to achieve to their maximum capacity. We work in mixed ability groupings where possible to ensure no child has a 'glass ceiling' placed upon their chance to progress. It also helps raise their self-esteem.

7) How does Thurnham C.E. Infant School adapt the curriculum and learning environment for pupils with special educational needs?

At Thurnham C E Infant School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in ECHPs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning and have identified that the following aspects of the school need to be improved :

- Quick release fire doors so they can remain open.
- Every Lesson Counts 'good to outstanding' for teacher training.
- Wheelchair access.
- Disabled toilets.
- The lowering of the hanging bars in the Early Years Outside area.
- A meeting room for parents to meet with staff members.

8) What additional support for learning is available to pupils with special educational needs?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is outstanding in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a current

list of the interventions we can offer is shown on our school provision map.

In a very few cases a very high level of resource is required. The funding arrangements require schools to initially provide up to £6000 per child / per year of resources for pupils with high needs. Above this amount schools apply to the Local Authority to provide top up to the school. The amount spent is calculated and shown on individual SEN programmes of support. These are submitted when asking for additional funding. When applying for Higher Needs funding evidence of this support and timetables need to be provided.

This academic year we are providing four Learning Support Assistants to help ensure that four children are able to receive a fully inclusive education through small group and 1:1 support.

9) How does the school enable pupils with special educational needs to engage in activities in the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to pupils at Thurnham C E Infant School are available to pupils with special educational needs either with or without an EHCP. Where it is possible, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity or the parents will be asked to stay to support the child. When clubs are run out of school hours in certain cases we will ask the parents to support their child.

10) What support is available for improving the emotional and social development of pupils with a special educational need?

At Thurnham C E Infant School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance;

- Social Emotional Aspects of Learning (SEAL)
- Class Circle Time
- Indirectly with every conversation adults have with pupils throughout the day.
- Small group interventions over a period of weeks.
- We have a Teaching Assistant trained in providing support through Thrive Interventions.

As an Infant school all staff have a very unique relationship with the children and there is a strong sense of trust and compassion. The children are encouraged to value one another all through our six Christian Values of •Friendship •Forgiveness •Trust •Compassion •Thankfulness •Humility

For some pupils with a high need in this area we also can provide the following:

- An external referral to Young Minds.
- A Time-out space for pupil to use when upset or agitated.
- Positive Play sessions.
- Use of the Dale Room.
- Social Stories.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually

require additional and different resources, beyond that required by pupils who do not need this support. This can be met through small group and individual sessions. Children's emotional needs are often assessed using the Boxall Profile and Leuven Scales. We are also supporting some pupils through the 'Thrive Approach' and are looking into screening the children and then providing appropriate emotional support.

11) Who is the SEN Co-ordinator and how can I contact her?

The SENCO at Thurnham C E Infant School is Elizabeth Pateman. She is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. Other qualifications include B(Ed) Hons/ Postgraduate Certificate in Primary English. She is also the Deputy Head Teacher. If you would like to contact her she is available on 01622 737685 ext 21 or senco@thurnham-infant.kent.sch.uk

12) What is the current expertise and training of staff in relation to children and young people with special educational needs?

All teachers and teaching assistants have had the following awareness training:

- Dyslexia Awareness
- Attachment Disorder awareness
- Understanding the New Code of Practice
- First Aid training

- Child Protection Training/ Safeguarding
- Auto –injector training
- Defibrillator training
- Communication in Print training
- De-escalation Techniques
- Short term memory interventions
- Dyslexia level 2
- ADHD training
- Developmental Coordination Disorder (Dyspraxia)
- Handwriting support

In addition the following teachers have received the following enhanced and specialist training:

Mrs Pateman/ Mrs Fowler/Mrs Evans: ASD 2 day course
 Miss Saunders: M(Ed) in Inclusive Education
 TA/ LSA qualifications: Sensory Circuits, Communicate in Print, Social Stories, ADHD, Dyslexia, Dyscalculia, Lego Therapy.
 Mrs S Brabyn - Thrive Practitioner Training

13) How will specialist expertise will be secured

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Five Acre Wood, Bower Grove School, Ridgeway School, Educational Psychologist, Speech and Language therapist, Occupational Therapists, Physio Therapist, Dyslexia specialists. The cost of training is covered from the school's allocated SEN budget. All resources are also covered from this budget.

14) How will the equipment and facilities to support children and young people with Special educational needs be secured?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team. The school will do its best to purchase all necessary equipment or borrow from other schools/facilities where appropriate.

Please also read our Accessibility Action Plan for 2017-18

15) What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education?

All parents of pupils at Thurnham C E Infant School are invited to discuss the progress of their children on several occasions a year and receive a written report **once** a year. In addition we are happy to arrange meetings outside these times. As part of our everyday teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be evaluated and created three times a year. Should progress still be slow or limited then the class teacher will share their concerns with the child's parents and SENCO. Discussions will be had with the parents about the use of internal or external assessments

which will help us to address/ understand their needs more fully. (See section on identifying SEN).

At this point, individual SEN support plans will be devised to show support above that detailed in the class provision maps. There will be three of these each academic year. These follow a 'plan do and review process' in which parents/ children and class teachers are fully involved. (See section on reviewing SEN)

Parents and children are also encouraged to complete review/ comment forms for the SENCO three times a year. The SENCO holds three open afternoons a year and is available by appointment at any other time.

In addition to this, parents of pupils with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

16) What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

When a pupil has been identified as having a Special Educational Need (SEN) because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents will play a more significant role in the childhood years with the young person taking more responsibility and so thus are able to act with greater independence in later years.

All pupils will give their opinion when reviewing their individual support plan. The pupils will then be asked to think of a target to add to their new plan.

17) What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The same arrangements for the treatment of complaints at Thurnham C E Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class teacher initially and then the SENCO and then the Head teacher to resolve the issue before making the complaint formally to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

18) How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The Governing Body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year (this is funded through the Notational SEN Budget).
- Link to Disabled Children’s Service for support to families for some pupils with high needs.
- Access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc
- Access to the school nursing service.

19) Which Governor is responsible for SEN?

The Link SEN Governor is: Mrs Becky McIntosh

The Link Governor meets regularly with the SENCO to review and monitor SEN provision provided at Thurnham C E Infant School.

She works closely with the SENCO through joint monitoring observations and discussions. This is then reported back to the Governing Body.

20) What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services) ?

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child’s education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

21) What are the school’s arrangements for supporting pupils with special educational needs in transferring between Pre-school and Thurnham C E Infant School and Thurnham C E Infant School and Key Stage 2?

At Thurnham C E Infant School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will ensure the transfer is as seamless as possible. The Early Years Leader visits all the children in their pre-school setting and Reception teachers and teaching assistants conduct home visits to children in their classes. Should there be a child about whom there are concerns then further

visits will be made. Discussions and visits will also be had by the SENCO. Parents of new entrants are invited in to meet the class teacher and share any concerns. The SENCO is also available during these meeting times and will liaise with the parents/new teacher and pre-school setting.

Transition sessions are provided for children who will find starting school a little more challenging and daunting. Transition meetings are also held, when possible, and external agencies are involved. The new children are invited into school as often as possible to help them feel settled and ready for their time at Thurnham C E Infant School. These sessions are supported by the child's current Pre-School key worker. They include a play time, a lunch time and several visits into the classroom and school setting.

We also contribute information to a pupils' onward destination by providing information to the next setting. Most of our children move onto Roseacre Junior School. Strong links are established between the schools. Parents have the opportunity to meet the new SENCO before their child starts school. In some cases Mrs Pateman arranges meetings for parents, both SENCOs and old and new teaching staff to be present. Where possible Specialist Teaching Services are also invited. All information is shared and the children have their own individual transition programmes. All folders and assessments are passed onto the new school.

[needs](#) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on November 2017

22)Where will I find the local authority's offer?

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational->

- **Dough Disco:** Is an activity to develop the muscles of the arms. Without strong gross muscles the fine hand muscles will not work as well. Each child has a large ball of dough which they manipulate in time to music. (Following the lead of the adult).
- **Handwriting interventions:** A range of programmes including Write from the Start. Working on the large Square, Triangle and Circle shapes that children need to be able to form their letters.

Gross Motor Skills: Large Movements using whole body

- **BEAM** (Balance Education and Movement): A programme developed by Occupational Therapists which helps develop core strength, posture and coordination skills. Activities include balance, ball skills and copying movements. This helps the child develop classroom skills, such as the ability to sit still, to concentrate and listen, and hand-eye coordination.
- **Sensory Circuits:** Is a series of activities designed specifically to wake up all the senses in readiness for the busy day at school. Sensory circuits help to improve an awareness of body position and sensory integration through a series of alerting, organising and calming activities.

Social interaction: Enabling children to work and interact together.

- **Lego Therapy:** A practical activity involving 3 children. The children are given set roles - an engineer, a supplier and a builder and they work together to build a Lego model. It helps children to develop problem solving skills. It also develops their speaking and listening skills, as they are encouraged to provide directional language, receive and follow instructions.
- **Start listening:** A small group or 1:1 provision that requires children to listen carefully to a range of instructions. They usually

Interventions and Provisions used at Thurnham CE Infant School are:

All interventions are only begun after assessments are undertaken to find the starting point of each child. They follow the plan, do, review approach and are reviewed regularly.

Fine motor skills: Small movements involving arm and fingers

- **Clever Fingers:** To support children with poor fine motor skills who have difficulty with their handwriting. It is a 10/15 minute activity which works on hand strength and cross lateral activities. Using tweezers, threading, twisting and cutting skills.

- involve drawing or colouring items on a picture. Helps children to 'tune into' instructions.
- **All about me:** A small group intervention which encourages children to understand social situations and interactions. The children are then supported/coached to use these skills in the actual situations.
- **Positive Play:** A play based provision to help and support children who find difficulties with interacting with their peers or need additional support to deal with their emotions. Children are assessed using the Boxall Profile to see which aspects of their emotions/interactions need developing.
- **Communicate in Print** symbols: A computer program which produces widget symbols to represent words. It enables anyone with communication and/or learning difficulties or English as an additional language to gain access to written information and communicate more independently. The symbols help children understand, remember and reinforce verbal instructions and information. These are used in a range of ways in all our classrooms.
- **Social stories:** can help explain or introduce a new situation/activity. They are personalised stories which are created with each individual child to suit the particular situation or behaviour. It will be read/shared daily and at times of need. They are also used to help explain what is required in set social situations
- **Communication fix programme.** 1:1/1:2 programme which carefully works through a structured programme to help children who are finding interaction and communication difficult. It uses puppets to help.

- **Precision Monitoring:** *Intensive 10 minute* sessions to help with word and letter recognition. This is a precise and systematic method of learning based on the learner's personal fluency. It is a daily one to one provision which focuses on over learning and repetition. It can be literacy or numeracy based and is tailored to the individual child and their needs. It is taught in 3 steps over 10 minutes. The child is taught for 8 minutes, on 5 items, using motivating activities and games, then they are tested on what they have been taught. After feedback from this, their results are plotted onto a graph to show their progress. This process is repeated daily until what they have been learning is secure, they will then move on to the next 5 items.

Mathematical understanding: Developing mathematical understanding

Wave Three, Numbers and Patterns and Plus 1 are all 1:1 or small group interactions that aim to close the gap in conceptual understanding. They are a small steps approaches which teach and reinforce the concept in a range of ways.

Phonics/Reading: Help with reading and reading comprehension

- **I can Read, Toe by Toe Plus:** 1:1 reading interventions that concentrate on phonic knowledge and individual word reading. Every word has to be read correctly on three consecutive occasions before moving on. This intervention can be done at home.
- **Dandelion Readers:** A very graduated phonetical reading scheme. Used on a 1:1 basis to reinforce other phonic interventions.

- **Read Write Inc:** A small group or 1:1 intervention. A daily phonics, reading and writing intervention working on exactly the sounds each child needs.

Writing: Help with sentence construction and punctuation

- **Rainbow of Letters:** The alphabet is laid out in an arc. An object or picture is put in the arc. Children sound out words and slide down letters to make the words. Letters then slid back to places. Builds link between sounds, letters and objects and a visual understanding of the alphabet.
- **Yellow Line Writing: Scaffolded learning**
Before a child writes they orally rehearse their sentence. They then touch a finger as they repeat each word in the sentence. The adult then repeats the sentence drawing a yellow line for each of the words. The adult and child then repeats the sentence pointing to each line. The child then writes the sentence.
- **Talking Tins/ Buttons:** Children orally record their ideas into a recordable plastic device. They then play it back as many times as they need to remind them what they wanted to write.

Concentration and listening: Support with being able to listen and follow instructions.

- **Fiddlers:** Some children find it hard to remain still or need to do something with their hands. Fiddlers enable children to focus on what is happening in the classroom as the other need is being met.



- **Support / Sit and Move cushions:** These provide sensory information to children who find it hard to concentrate. They move the hips forward. The cushion is inflatable and is smooth on one side and has a “bumpy” tactile side on the other. The wedge shape helps balance, encourages proper sitting and correct posture. Particularly beneficial for those with poor body awareness and low muscle tone.
- **Weighted objects/ Lap cushions:** A weighted blanket or lap pad is a therapeutic tool which is made with weights to provide proprioceptive input for the body. Proprioceptive input means awareness of one’s body position in space. The effect is similar to that of being swaddled.



- **Screens to work behind** or work stations: to provide a distraction free zone.
- **Chew'lery:** Chew'lery is used to keep kids from chewing on their clothes, pencils, or non-food objects, while letting them work through their chewing tendencies. The coil design provides sensory input to the mouth, lips, and tongue.
- **Brain Gym and Work breaks:** Brain Gym promotes a series of exercises to improve binocular vision, spatial and listening skills, hand – eye coordination and whole-body flexibility. By doing this manipulate the brain, improving learning and recall of information. The exercises are also used to give the children a break in their learning.

- **Visual disturbances/ Visual Stress:** is a perceptual processing disorder. It is not an optical problem. It is a problem with the brain's ability to process visual information. Words on the page lack clarity or stability; i.e., may appear to be blurry, moving, or disappear. Children are screened to see if a particular Coloured Overlays and coloured paper makes it easier.
- **Visual processing activities:** A visual processing, or perceptual, disorder refers to a hindered ability to make sense of information taken in through the eyes. This is different from problems involving sight or sharpness of vision. Difficulties with visual processing affect how visual information is interpreted, or processed by the brain. The brain, not the eyes, processes the visual world, including things like symbols, pictures and distances. Weaknesses in these brain functions are called visual processing disorder or visual processing issues. Children are supported through a range of games, puzzles and pictures to help them process the information they see on the page.