

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

- ❖ 'Quality First Teaching' is an entitlement for all children and School are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom (or subject) teaching that your child receives on a daily basis from the class or subject teacher. Lessons are carefully differentiated to take account of different learning styles and abilities.
- ❖ In addition to QFT, the School staff can gain knowledge and skills from the SENDCO, specialist advisory teachers and healthcare professionals for conditions such as Dyslexia, Speech, Language and Communication needs, Behaviour and Autism. From this guidance, the teacher will be able to make adaptations to their practice in order to make the classroom environment and the delivery of the curriculum more accessible for children with specific needs. Teaching and learning is carefully targeted to personalise learning and cater for individual need.
- ❖ Where appropriate, children may have access to additional small group or individual interventions for short periods of time. The work carried out in small groups is carefully overseen by the class teacher who remains responsible for monitoring the child's progress and planning the intervention taking place. The School currently has the following group interventions available for children, but if a child was considered to need something different then this would be accommodated.
- ❖ Individually supported Read Write Inc
- ❖ Spelling Support Programmes such as Word Wasp and Toe by Toe
- ❖ Arithmetic sessions
- ❖ Specifically tailored 1:1 programmes
- ❖ Jump Ahead
- ❖ Fine motor skills practise, through handwriting support, threading, Doh Disco, etc
- ❖ Programs to support working memory and processing skills
- ❖ The School is working towards the achievement of a dyslexia friendly environment. A wide range of dyslexia friendly strategies are evident in all classrooms, ensuring a consistent approach for children with literacy difficulties of a specific nature.
- ❖ Accessible classrooms - ramped access to all areas of school
- ❖ Use of appropriate equipment when required e.g. standing frames, wheelchairs, walkers, visual aids, laptops etc.
- ❖ Visual aids and timetables are used in classrooms and surrounding areas where required for specific children.