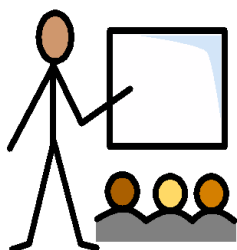


## How Will My Child be Supported?

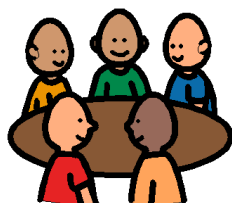
### Good/outstanding classroom teaching for all children:



- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Using specific strategies (which may be suggested by the SENCO or staff from outside agencies) to help your child to access learning. This may include occasional support from a Teaching Assistant to help with a particular difficulty.

### **If there is evidence that your child needs additional targeted SEN Support or an Education, Health and Care Plan:**

#### Specific small group work:



- This will be used when your child needs extra support to close a gap in their understanding or learning.
- These interventions will have clear targets to help your child make more progress.
- Interventions may include small group work or individual sessions on a specific theme. They may be run by school staff or outside professionals, such as the Speech and Language Therapist.

#### Precision Teaching:



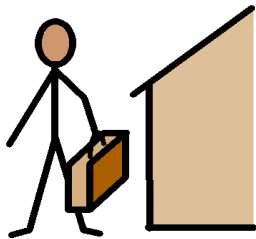
- Precision teaching involves practising the same skill again and again until it is learnt.
- We use this approach to help children with gaps in their 'fact' knowledge. For example, learning common spellings or number facts.
- The teacher will decide which facts your child needs to practise and they will work with an adult at least three times a week until they can get the answer right every time.

### Pre-teaching:



- Pre-teaching is used with children who may take longer to learn new concepts.
- For some children, there will be a 'preview' of the key learning before the main lesson.
- This can include reading a book before everyone else, or learning the meaning of new words.
- This can help your child to feel less anxious and more able to take part in the main lesson.

### Working with specialist professionals (see 'Help from outside school'):

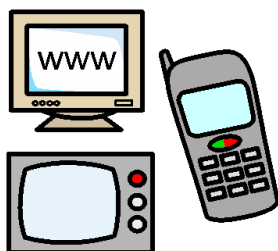


This may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g Speech and Language Support.
- A group or individual work in school run by an outside professional.

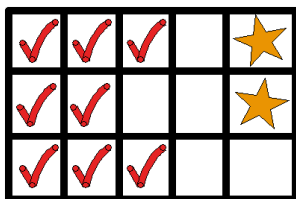
You will be provided with the contact details for any agencies or services outside the school who work with your child. You will be involved in decisions about how support will be used.

### Inclusive technology:



- Some children with fine motor or literacy difficulties may use a laptop to type their work.
- We may refer to CENMAC or Bowley Close Assistive Technology to explore 'high tech' learning aids for children with significant needs.
- Our staff are experienced in using a range of hardware and software to support children's learning.
- We currently support a number of learners who use computers to support their communication.

### Individual behaviour plans:



- May include a reward chart.
- Linked to specific behaviours that your child needs to work on.
- We will work closely with parents to monitor behaviour over time and find strategies that work at school and at home.
- Your child will be involved in helping to monitor their own behaviour.

### Alternative and Augmentative Communication (AAC):



- Some children find it very hard to communicate with speech, so we use a range of different approaches to help them share their wants and needs (AAC).
- We are increasing our use of Makaton (gesture) and symbols (pictures) to support communication throughout the school.
- With support from the speech and language therapist (SALT), we can help to set up systems for children who need to use symbols to communicate.

### Accessibility:



- Our school site is on one level, which makes it easier for children and families with physical needs to move around the building.
- We have a disabled toilet suite which includes a changing table and ceiling track hoist.
- We work closely with health professionals from the Mary Sheridan Centre to continuously review and adapt the environment for children and families.
- Recently, some of our students have started a 'Soft Play Crew'. This group have built a basic soft play room in the playground and will continue to develop this in order to provide even more inclusive play opportunities for children with disabilities.