



## **School Offer for Children with Additional Needs (AN) including Special Educational Needs or Disabilities (AN/SEND) September 2022**

At Rowlatts Mead Primary Academy we are committed to ensuring that all pupils (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs) achieve their potential in all areas of the curriculum and socially, morally, spiritually and culturally. This document is intended to give you information regarding the ways in which we ensure that we support (as we do all pupils) with AN/SEND to realise this potential. We aspire for ALL (including those with AN/SEND) our pupils to make at least good progress, attain high academic achievement, become self-reliant and independent.

It should however, be noted that this document does not provide an exhaustive or definitive list of the skills, resources and techniques we employ, as we are constantly reflecting and reviewing what we provide which leads to continual development and modification of our provision.

We consider the good progress which pupils with AN/SEND make, to be a reflection of our effective and efficient strategies to identify pupils' individual needs; deliver quality first teaching and successful intervention and support.

We also ensure that all staff (both teaching and non-teaching) have access to appropriate and up to date training.

If you would like any further information on what we have to offer please do not hesitate to contact the school directly.



<p><b>Inference</b>  Improving comprehension skills (adapted to meet the needs of different year groups) Session length: up to 2 x 20 min per week Programme length: 8 weeks to 1 term  Number of pupils in group: 4-6</p>		✓	✓	✓	✓	✓	✓
<p><b>Positive People</b>  To develop self-confidence, self-worth and positive attitudes  Session length: 1 x 30-60 mins per week  Programme length: 12 weeks – 1 year  Number of pupils in group: 6-10 pupils.</p>		✓	✓	✓	✓	✓	✓
<p><b>Language for thinking</b>  Developing comprehension and understanding of language (sometimes part of Let’s talk) Sessions length: 1-2 x 40 min per week Programme length: 1 term-1 year  Number of pupils in a group: 4-6</p>		✓	✓	✓	✓	✓	✓
<p><b>Play Interaction</b>  Developing interaction and communication skills though a play based approach.  Sessions length: 1 x 1hr per week (or up to 1hr in across a week)  Programme length: 1 term-1 year  Number of pupils in a group: 1:1 then peers introduced throughout the programme.</p>	✓	✓	✓	✓	✓	✓	✓
<p><b>Maths Groups</b>  Improving maths skills  Sessions length: 1-2 x up to 1hr per week  Programme length: Continuous  Number of pupils in a group: 6-8</p>		✓	✓	✓	✓	✓	✓
<p><b>Language groups</b>  Improving language skills for children new to English  Sessions length: 1-2x up to 1hr per week  Programme length: Continuous  Number of pupils in a group: 6-8</p>		✓	✓	✓	✓	✓	✓

<p><b>Read write inc.</b> To develop reading and writing skills Session length: 4-5x 1hr per week Programme length: 1 year Number of pupils in group: up to 8.</p>				✓	✓		
<p><b>Fresh Start:</b> To develop reading and writing skills Session length: 4-5x 1hr per week Programme length: 1 year Number of pupils in group: up to 8.</p>					✓	✓	✓
<p><b>Nessy Reading and Spelling</b> To develop reading and spelling skills especially for pupils with dyslexic tendencies. 1:1 personalised computer programme.</p>		✓	✓	✓	✓	✓	✓
<p><b>Mental Health in Schools Practitioner</b> To address anxiety and other low level mental health issues To develop self-confidence, self-worth and positive attitudes Session length: 1 x 30-60 mins per week Programme length: As required 1:1 personalised programme</p>			✓	✓	✓	✓	✓
<p><b>TMET Primary Intervention team</b> Personalised support for pupils who require SEMH interventions</p>							

- Programme lengths are averages and will vary depending on the child.
- All interventions are led by trained Teaching Assistants, teachers or NHS staff.
- Further information is available on any of the interventions by speaking to your child's class teacher or by making an appointment to see the schools SENco Mrs Pirbhai

### Frequently Asked Questions:

#### How does the academy know if children need extra help?

- Teachers are frequently assessing children, using their training and expertise and using the Early Identification Criteria
- Parents concerns or feedback
- Pupils own concerns
- Discussion with other professionals such as the Educational Psychologists, Speech and Language Therapist, Health Professionals

What should I do if I think my child may have SEN?

- Speak to class teacher
- Speak to the school's SENCo

How will the academy support my child?

- We consider each child's needs individually and adapt support where necessary (see examples of the types of support we offer are outlined in the 'Table of Provision at Rowlatts Mead Primary School' above)

How will the curriculum be matched to my child's needs?

- All children receive quality first teaching
- Lessons and support are differentiated according to pupils' needs and preferred learning styles
- Pupils are involved in planning and evaluating what is taught and how it is taught

What support will there be for my child's well-being?

- We consider each child's needs individually and adapt support where necessary (see examples of the types of support we offer are outlined in the 'Table of Provision at Rowlatts Mead Primary School' above)
- We use mindfulness and yoga throughout the school

How will I know how my child is progressing and how will you help me to support my child's learning?

- Parents' consultation evening
- Parent workshops and information sessions
- Parents and pupils involved in education plans (target setting, review and evaluation)
- Open door policy through the school office or class teacher, for concerns to be raised throughout the year
- Assertive mentoring forms shared with parents
- Family Learning
- Stay, Play & Learn/Stay, Share and Learn
- Home and school discussions to support learning
- Responding to questionnaires and comments forms

What specialist services are accessed by the school?

The academy will access services as required, the list below are services we use on a regular basis- Please see the table above for interventions

- Educational Psychology Service
- LCI – Learning Communication and Interaction Support Team
- EYST – Early Years Support Team
- SEMH – Social, Emotional and Mental Health Team
- SALT- Speech and Language Therapy Services
- TMET Primary Intervention Team
- Diana Nurses – specialist children's nursing service
- Hearing Support Team
- Visual Support Team
- Families, Young People and Children's Services Leicester Partnership NHS Trust

What training have the staff received so they can support children with AN/SEND?

- We constantly review training needs depending on the needs of the pupils
- Please also see table above

How are children with AN/SEND included in activities outside the class room including education visits (trips)?

- No one is excluded from such activities and we adapt all learning whether in or out of the classroom to the pupils' needs (for example ensuring a venue has wheel chair access; provision of extra adults to support pupils when required)

How accessible is the academy setting environment?

- See Single Equality Scheme and linked policies on website
- We constantly review the setting to ensure needs are met

How will the academy support children with AN/SEND to join the academy and transfer to a new setting?

- Comprehensive induction for parents and pupils new to school
- Option of home visit for children new to the foundation stage
- All staff notified of new pupils and their needs
- Transition meetings with staff from new setting for pupils moving to a new school (with extra visits to new settings for pupils with additional needs)

How are the academy's resources allocated and matched to pupils' special educational needs or physical needs?

How is the decision made about what type and level of support my child will receive?

- For pupils who have an Education and Health Care Plan the school must allocate funding according to the stipulation of the local authority (this varies according to individual children's needs)
- As a school we continually strive to allocate resources to promote the best possible outcomes for ALL pupils in the most effective and efficient way (for example deploying adults to work with a group of pupils with similar needs rather than one to one to have the most impact on progress).
- We constantly review, evaluate and adapt our use of resources according to the needs of the pupils and the progress being made
- Where ever possible we gather the ideas and opinions of pupils and their families

How are parents involved in the academy?

- We actively encourage parents, carers and extended families to be involved in the academy, in numerous ways. For instance :-
  - Parents' Evening
  - Parent Workshops and Information Sessions
  - Parents and pupils involved in Education Plans (target setting, review and evaluation)
  - Open door policy through the academy office or class teacher, for concerns to be raised throughout the year
  - Assertive mentoring forms shared with parents
  - Stay, Play & Learn/Stay, Share and Learn
  - Home and school discussions to support learning
  - Responding to questionnaires and comments forms