



**Barnes Farm  
Infant School**

Building Futures  
Inspiring Success

## **Barnes Farm Infant School**

### **Special Educational Needs and Disabilities (SEND)**

### **Information Report – *School Offer November 2023***

**Welcome to our SEND Information report which is part of the Essex County Council Local offer for learners with Special Educational Needs and Disabilities (SEND). This report is an on-going document and it is updated whenever changes occur. It has been written with guidance from the SEND Code of Practice (Jan 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014.**

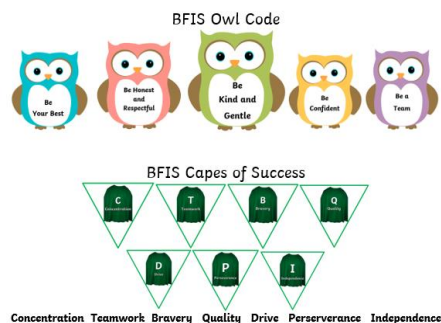
**Barnes Farm Infant School is an inclusive school and we are committed to working together with our children and their families, and any other relevant professionals to ensure the best possible outcomes for all children.**

**The aims of our SEN Information Report and practice in relation to special educational need and disability in this school are:**

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:  
1. Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

**If you require any further information, please contact Mrs K. Robinson (SENCO/Personalised Learning Lead) or Mrs Z. Farmer (Headteacher) using the contact details below, who will be more than happy to help.**

## 1. Barnes Farm Infant School ethos.



At Barnes Farm Infant School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.  
A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
  - ❖ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
  - ❖ Disability: Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

At our school, we promote inclusion for all children through cross-curricular planning.

All children’s achievements are celebrated, and equal opportunities are provided for all children, both in school and within the wider community.

Our children are encouraged to:

Be kind and gentle.

Be confident.

Be a team.

Be your best.



Be honest and respectful.

A copy of our school SEND policy can be obtained from the school office or on our school website.

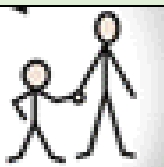
## The kinds of SEN that are provided for at Barnes Farm Infant School

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, literacy difficulties, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

	<ul style="list-style-type: none"> <li>• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li> <li>• Moderate and multiple learning difficulties</li> </ul>
<p><b>The Wellbeing Team at Barnes Farm Infant School</b></p>  <p><b>SENCO contact details:</b></p> <p>Mrs Kirsty Robinson</p> <p>01245 467474</p> <p>07850 903896</p> <p><a href="mailto:senco@barnesfarm-inf.essex.sch.uk">senco@barnesfarm-inf.essex.sch.uk</a></p>	<p>We are very fortunate to have a Wellbeing Team based in the school to support our children and their families.</p> <ul style="list-style-type: none"> <li>• Mrs Kirsty Robinson is our Special Educational Needs Coordinator and Personalised Learning Lead (awarded the National Award for SEND Coordination - 2016) who welcomes parents to share their views and concern and leads the Wellbeing Team.</li> <li>• Mrs Pam Webb is our Emotional Wellbeing Mentor who is available to support both children and their families.</li> <li>• Mrs Lyndsay Holden is our Lead LSA for Speech and Language.</li> <li>• Mrs Sarah Oakes is our Lead LSA for Social Skills Development.</li> <li>• Mrs Katie Corbett is our named Governor with responsibility for SEND.</li> </ul> <p>If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCO.</p> <p>Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.</p> <p>All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.</p>
<p><b>Identifying children with SEN and assessing their needs</b></p> 	<p>We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> <li>• Fails to match or better the child's previous rate of progress</li> <li>• Fails to close the attainment gap between the child and their peers</li> </ul>

	<ul style="list-style-type: none"> <li>• Widens the attainment gap</li> </ul> <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>These are the ways in which we identify pupils needs, decide on the appropriate provisions for them and continue to review their needs.</p> <ul style="list-style-type: none"> <li>• The SENCO regularly monitors provision in each class by reviewing teachers planning and observations in the classroom.</li> <li>• Person centred planning meetings are used to create One Plans for children with SEND.</li> <li>• Referrals made to appropriate services as soon as possible and when necessary.</li> <li>• The SENCO visits pre-schools to aid transition into school and transition books are made for children with SEND.</li> <li>• Initial meeting using the “Team Around the Child” model may take place if necessary.</li> <li>• Pupils are baselined on entry to gain detailed information.</li> <li>• If deemed appropriate, observations from Educational Psychologists and Specialist Teachers may be requested.</li> <li>• Progress of children with SEND closely monitored at Pupil Progress Meetings termly.</li> <li>• Consistent management plans to support children’s social and emotional needs are used where necessary.</li> <li>• SENCOs at both Barnes Farms school are in close liaison to aid transition between schools.</li> </ul> <p>N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p>
<b>Consulting and involving children and families</b>	<p>We will have an early discussion with the child and their parents when identifying whether they need special educational provision. This is called a ‘One Planning Meeting’. These meetings will make sure that:</p> <ul style="list-style-type: none"> <li>• Everyone develops a good understanding of the child’s areas of strength and difficulty</li> <li>• We take into account the parents’ concerns</li> <li>• Everyone understands the agreed outcomes sought for the child</li> </ul>



- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the child's record and given to their parents.
- We will formally notify parents when it is decided that a child will receive SEN support.
- One Plans are reviewed termly with parents, teachers and children. (One annual 'One Planning' session to create/amend One Plan and 2 other Termly reviews to look at 'What's working/Not working' to review the One Plan.
- One plans state the additional school intervention that children with SEND will receive.
- One-page profiles are then created with parents for SEND children to share with staff.

Other ways that we consult with parents...

- SENCO attends pre-school meetings where possible to meet child and parents and aid transition process.
- Yearly parent questionnaire for parents of children with SEND to identify any further support needed.
- Regular 'Drop-In' Sessions/Coffee Mornings Where Emotional Wellbeing mentor and SENCO are on hand to answer questions.
- Initial TAC style meeting with parents and other professionals once child has started school.
- Termly person-centred planning meetings/structured conversations to update agreed outcomes.
- Annual review meetings person centred meetings with parents, specialist teachers and other professionals.
- Information available on school Website.
- One-page profiles.
- Parent Consultation evenings with teacher and SENCO if necessary.
- Opportunities for families to speak to LSAs who support interventions.
- Health Care plans, Speech and Language plans, Educational psychologists reports all shared with parents.
- Consistent Management Plans for children who need behaviour support shared and agreed/signed by families.
- Home/school diaries.
- Access to School Nurse if needed.

### **Assessing and reviewing children's progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant



- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### Our approach to teaching children with SEN



### The ZONES of Regulation®

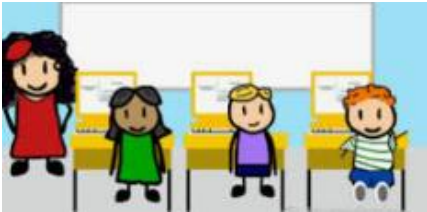



Teachers are responsible and accountable for the progress and development of all the children in their class.



High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Alphabet Arc to support literacy difficulties
- Little Wandle Keep Up
- Direct Instruction for support recognition of high frequency words
- EPS Maths to support number skills
- Number Arc to support the recognition of numbers
- Numicon Breaking Barriers to support Maths skills
- Talk Boost to support children's speech, language and understanding
- WellComm to develop children's speech, language and understanding
- Gym Trail to support children's gross and fine motor development, confidence and listening and concentration skills
- The Zones of Regulation to support children to gain skills in recognising their emotions and consciously regulating their actions
- Time to Talk to develop social skills
- CASPA (Creating a Successful, Positive Attitude) to develop confidence and build self esteem
- Talkabout – to aid social skills development
- 1:1 Tuition for learning and/or wellbeing
- 1:1 Speech and Language support, working on plans given by Provide Speech and Language Therapists

	<ul style="list-style-type: none"> <li>• English as an Additional Language support to support vocabulary and understanding</li> <li>• Learning and Emotional Mentors</li> <li>• Ultimate Guide to Phonological Awareness to support Phonics development</li> <li>• 5 Minute Box Interventions to support literacy and numeracy skills</li> <li>• 'Owlets Nurture Group' for all year groups to support social and emotional needs</li> <li>• ELSA Interventions and Support</li> <li>• Owlets Lunchtime club to support children with additional needs at lunchtimes</li> </ul>
<b>Adaptations to the curriculum and learning environment</b> 	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> <li>• Differentiating our curriculum to ensure <b>all</b> pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.</li> <li>• Adapting our resources and staffing</li> <li>• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</li> <li>• Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</li> </ul>
<b>How accessible is the school environment?</b> 	<p>Our Accessibility Plan is updated yearly by our Senior Leadership Team to reflect the needs of our children and describes the actions the school has taken to increase access to the environment.</p> <p>In the last three years the following adaptations have been made to the school environment:</p> <ul style="list-style-type: none"> <li>• Disabled parking spot marked and located next to the school reception.</li> <li>• All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate</li> <li>• One toilet has been adapted to ensure accessibility for visitors with a disability.</li> <li>• A medical area has been provided in order to enable a safe place for children to rest if they are unwell.</li> <li>• A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.</li> </ul>
<b>Children with medical needs</b>	<p>Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the child themselves.</p>



<p>Children with Medical Needs</p> 	<ul style="list-style-type: none"> <li>• Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.</li> <li>• All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.</li> </ul>
<p><b>Additional support for learning</b></p> 	<p>Our Learning Support Assistants (LSAs) are trained to deliver interventions to support learning in the classroom.</p> <ul style="list-style-type: none"> <li>• All LSAs trained in phonics, reading and writing and maths support.</li> <li>• HLTAs who lead interventions to support Literacy and Numeracy skills.</li> <li>• LSA dedicated to lead speech and language support for all year groups.</li> </ul> <p>LSAs will support children on a 1:1 basis when deemed appropriate.</p> <p>LSAs will support children in small groups during our Basic Skills sessions as directed by the SENCO and Class Teacher,</p> <p>We work with the following agencies to provide support for pupils with SEN:</p> <ul style="list-style-type: none"> <li>• Access to Education Psychologist</li> <li>• Specialist Teaching Service</li> <li>• BCCS Family support</li> <li>• School Nurse Service</li> <li>• Emotional Wellbeing and Mental Health Service (EWMHS)</li> <li>• Experienced Learning Mentors</li> </ul>
<p><b>Enabling children with SEN to engage in activities available to those in the school who do not have SEN</b></p>	<p>At Barnes Farm Infant School, we feel strongly that there should be no barriers to children with SEN enjoying the same activities as other children in our school.</p> <p>Equality Act (2010) including the Disability Discrimination Act (2002) details that schools must ensure that disabled pupils are given equal educational opportunities (including offsite visits), and are not put at a substantial disadvantage– i.e. treated less favourably as a result of their disability.</p> <p>All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our educational trips.</p>





All children are encouraged to take part in sports day/school plays/special workshops, etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

For those children with disabilities who attend our school, we meet with them and their families before they start with us to ensure that we are prepared any adaptations to the environment that may be necessary. Where possible we will also attend their previous setting to share practice with the staff who have previously supported them. The SENCO will liaise regularly with their families and other professionals e.g. Occupational Therapists, Physio Therapists etc. and refer to the Physical and Neurological Impairment Specialist Teaching Team where necessary.

Specialist equipment such as auxiliary aids and adapted furniture are requested with the support of outside agencies to help disabled children access our school.

Our school Accessibility Plan can be requested via the school office.

## Securing equipment and facilities



Barnes Farm Infant School will work closely with other professionals when necessary to ensure that we have access to support each child's individual needs. Below are examples of some of the specialist equipment that we use on a daily basis.

- Visual timetables
- Sensory resources available in SENCO base
- Individual workstations
- Finger Gym/Funky Fingers & Gym Trail resources and Gym Trail Club
- Resources to support Literacy and Memory skills available to all classes (such as Alphabet Arcs, Talk Points etc.)
- Various resources and techniques to encourage good listening and independence skills (i.e. traffic light cups to indicate when help is needed, clipboards to encourage children to listen for key vocabulary etc.)
- Wide range of reading materials for all abilities
- SEND games and resources kept in SENCO base for all school to access
- Visualisers, Interactive Whiteboards, Laptops and I-pads available for whole school use
- Coloured overlays available where needed
- Access to Owlets Nurture Group room where needed



- Resources from Speech and language Therapists and Specialist Teachers
- Specialist furniture and adapted equipment to support our children with disabilities

## Support for improving emotional and social development



## The ZONES of Regulation®

All staff but in particular the Wellbeing Team are responsible for listening to the views of children with SEN.

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEN are encouraged to be part of the school council
- Children with SEN are also encouraged to be part of Owlets, CASPA and Time to Talk interventions to promote teamwork/building friendships etc.
- All children are encouraged to recognise their emotions throughout the day by using 'The Zones of Regulation' to express how they are feeling. As they move through the school, they develop their skill set and strategies to regulate their emotions.



Children who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.


We also have access to Family Support Workers from the Brentwood Catholic Children's Society.


- The school has gained Healthy School status which evidences the work undertaken within the school to supports children's well-being and mental health.

- The school is in the process of gaining The Young Carers Award to support children who provide to support in families with children who have SEND.

We have a robust and detailed approach to ensure that we prevent bullying wherever possible. Children and Parent/Carers are encouraged to talk to either the class teacher, head teacher, SENCO or Emotional Wellbeing Lead immediately if they have any concerns that bullying may be taking place.

	We have a zero-tolerance approach to bullying.
<b>Evaluating the effectiveness of SEN provision</b> 	<p>The effectiveness of SEN provision will be measured using both qualitative and quantitative data.</p> <p>Qualitative data will gather the views of parents and children on how successful the provision has been in enabling them to attain their outcomes.</p> <p>Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.</p> <p>We evaluate the effectiveness of provision for children with SEN by:</p> <ul style="list-style-type: none"> <li>• Reviewing children's individual progress towards their goals each term</li> <li>• Reviewing the impact of interventions after [number of] weeks</li> <li>• Using child questionnaires</li> <li>• Monitoring by the SENCO</li> <li>• Using provision maps to measure progress</li> <li>• Holding annual reviews for children with EHC plans</li> </ul>
<b>Expertise and training of staff</b> 	<p>Our SENCO has 5 years' experience in this role and 19 years' experience as a class teacher.</p> <p>She is allocated 3 days a week to manage SEN provision.</p> <p>All Teaching staff are regularly updated on new approaches to teaching children with SEND.</p> <p>We have a team of LSAs, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.</p> <p>All LSAs invited to attend training to support children with SEND and medical needs and where necessary attend additional training to support individual children.</p> <p>Training attended by staff in the last 2 years:</p> <ul style="list-style-type: none"> <li>• SENCO attends regular training and update meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attachment Aware training is currently underway to achieve the 'Attachment Aware Schools Award'.</li> <li>• Speech and language training to gain the Essex Language and Communication Award.</li> <li>• All teaching staff have attended training to support structured conversations with children and their families.</li> <li>• All staff have attended Autism Education Trust (Level AET 1) training and some attended at Level AET 2.</li> <li>• Essex Steps training attended by staff.</li> <li>• All staff are taking part in the Maximising the Impact of Teaching Assistants training to make most effective use of adults in the classroom to support all children.</li> <li>• Teaching staff have completing additional NASEN – Focus on SEND CPD to extend knowledge of new reforms to the SEND Code of Practice.</li> <li>• Regular opportunities for all staff to update knowledge in the teaching of Phonics, English and Maths.</li> <li>• Emotional Wellbeing Lead LSA attending regular training to support children and their families.</li> <li>• SENCO, Maths Lead and Maths Lead HLTA all trained to deliver EPS Maths.</li> <li>• SENCO and other members of staff trained to deliver the Talk Boost Intervention.</li> <li>• Speech and Language training and cluster meetings attended by SENCO and Speech and Language Lead LSA.</li> <li>• All staff trained to use ICT to support children with SEND (when necessary).</li> <li>• Talk for Writing training for all staff.</li> <li>• Advice and resources from Specialist Teacher Team</li> <li>• Regular training to support medical needs attended by all staff (including asthma and epilepsy).</li> </ul>
<p><b>Working with other agencies</b></p> 	<p>When necessary, advice will be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to:</p> <ol style="list-style-type: none"> <li>1. Local Authority Support Services such as the Educational Psychology Service and Specialist Teaching and Preschools Service.</li> <li>2. Specialists in other schools e.g. teaching schools, special schools.</li> <li>3. Social Care</li> <li>4. Health partners such as School Nurse and Emotional Wellbeing and Mental Health Service</li> </ol>
<p><b>Supporting children moving between phases or to a new school</b></p>	<p>We will share information with the school or other setting the child is moving to. We will agree with parents and pupils which information will be shared as part of this.</p> <p>The following arrangements will take place for supporting children transferring between Barnes Farm Infant and Junior Schools and year groups within Barnes Farm Infant School</p> <ul style="list-style-type: none"> <li>• Regular visits for all children to the Junior School, supported by familiar staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Extra individual visits for children with additional needs (accompanied by familiar staff).</li> <li>• Liaison meetings between both school SENCOs and class teachers to transfer information (if a child is attending a school other than Barnes Farm Juniors, SENCO will make every effort to contact new school to share information).</li> <li>• Infant/Junior meetings for parents to share information.</li> <li>• Junior teachers / support staff visit Infant School.</li> <li>• Visit to new class.</li> <li>• One-page profiles passed on, Learning Journeys and transition books made where necessary.</li> <li>• End of Year staff transition meetings within Infant School.</li> <li>• Sharing target information and assessments.</li> </ul> <p>(Please see SEND Policy for full details).</p>
<b>Complaints about SEN provision</b>	<ul style="list-style-type: none"> <li>• We are committed to having an ‘open door’ policy; the Head Teacher, class teacher and SENCO are available to parents to discuss concerns.</li> <li>• Our Governor with responsibility for SEND, is also available to discuss concern with parents (by appointment only).</li> </ul> <p>We will do our very best to resolve any situations where a parent is dissatisfied, but if parents feel that their issue is not resolved, they may request a copy of our Complaints Policy via the school office.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
<b>Contact details of support services for parents of children with SEN</b>	<p>The SENCO will support families by sign posting them to support services (or requesting support on their behalf) which could include support from:</p> <ul style="list-style-type: none"> <li>• Children’s Centre 0-5 years.</li> <li>• School Nurse/Health</li> <li>• BCCS</li> <li>• Local library</li> </ul>

- Parent helplines i.e. EP Parent Helpline
- Kids Inspire
- The Children's Society
- Families in Focus
- SENDIASS.

The SENCO will also support families to access Essex County Council's Local Offer (please see below)

### **The local authority local offer**








Essex County Councils Local Offer details the services and support for special educational needs and disability

Information about support services and local opportunities for children and young people with SEND can be found via the link below.

<http://www.essexlocaloffer.org.uk/>

# Barnes Farm Infant School - Our provision to support children with SEND...

PLEASE NOTE: Many of these interventions are available to ALL our children at Barnes Farm and not only those children with SEND.

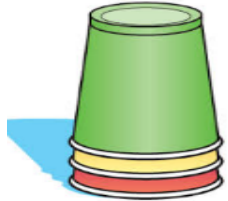
Speech, Language and Communication Needs	
	<ul style="list-style-type: none"> <li>Focus on outcomes detailed in plans supplied by the Speech and Language Therapists at Provide - 1:1 LSA to implement.</li> </ul>
	<ul style="list-style-type: none"> <li>Speech and Language support with Mrs Holden. This support will usually take place in the afternoons and children will attend 2/3 weekly sessions for 15 minutes.</li> </ul>
	<ul style="list-style-type: none"> <li>Speech and language Block Therapy delivered by Provide Speech Therapist in school.</li> </ul>
	<ul style="list-style-type: none"> <li>To boost early language skills among Reception age children.</li> </ul>
	<ul style="list-style-type: none"> <li>Group support to improve language skills, tailored to needs highlighted from the WellComm Assessment.</li> </ul>





- Talk Boost assessment and intervention. The children will be supported to develop their language skills in a group of 4 which will be led by a Talk Boost trained LSA. The intervention will be for half an hour, 3 times a week for 10 weeks.

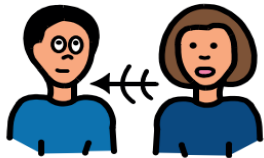
## Self-help and Independence skills



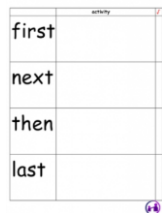
- Traffic Light cups so that children can indicate how they are feeling with the task that has been given. This is a visual way of the child indicating when he/she needs some help and will hopefully relieve some frustration.



- Talk Points to record instructions and help him/her remember what he wants to write.



- Learning Partners - to support children in working collaboratively and to develop confidence and independence when problem solving.








- Task Planners to encourage working independently and organisation skills.







- Small group learning (either adult led or with hover support) to improve confidence.



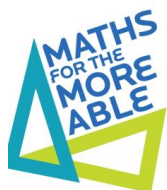
- Use of visual timers to help him/her know how long he/she has to complete an activity i.e. getting changed for PE.

	<ul style="list-style-type: none"> <li>Regular reminder to go to the toilet or support with intimate care.</li> </ul>
<b>Social and Emotional Skills</b>	
	<ul style="list-style-type: none"> <li>Owlets Nurture Group focusing on developing social skills in a play based learning environment.</li> </ul>
	<ul style="list-style-type: none"> <li>CASPA intervention to support social skills and boost self-esteem.</li> </ul>
	<ul style="list-style-type: none"> <li>Time to Talk - Ginger Bear - Intervention for Foundation Stage and Year 1 - to develop confidence and social skills.</li> </ul>
<b>1:1 Mentoring</b> 	<ul style="list-style-type: none"> <li>1:1 mentoring - addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential. The children will have a 1:1 session at least 2 times per week to develop their skills.</li> </ul>

Family Wellbeing Support	<ul style="list-style-type: none"> <li>To support the family with learning and development at home and in school.</li> </ul>
	<ul style="list-style-type: none"> <li>Mid Essex Mental Health Support Team - Mental Health Support Teams (MHSTs) are a government initiative to help increase children and young people's access to support for emotional wellbeing and mental health. MHSTs are part of the national Children and Young People's Increasing Access to Psychological Therapies (CYP-IAPT) programme. MHSTs are a resource in addition to the already existing support in any particular education setting.</li> </ul>
	<ul style="list-style-type: none"> <li>Happy Walk to School Club - An invite only breakfast club run by Mrs Collins to help those children who are anxious settle before the school day begins.</li> </ul>
<b>Maths Skills</b>	
	<ul style="list-style-type: none"> <li>EPS Maths or small group catch up to support number skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Maths Challenge group to extend learning for more able children.</li> </ul>
	<ul style="list-style-type: none"> <li>Numicon Breaking Barriers Intervention - to support basic concepts of number.</li> </ul>



## More Able Maths



- More Able Maths intervention to challenge those learners who are working securely at their age related level to ensure that they have the mastery skills before tackling more complex aspects of the curriculum.

## English Skills



- Look, Say, Cover, Write, Check method when learning spellings.

1. Think it.



2. Say it.



3. Write it.




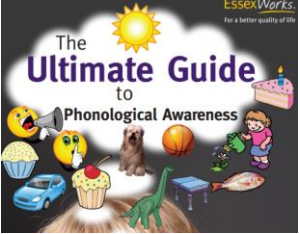




4. Read it.



- 'Think it, say it, write it, read it' approach to write simple sentences i.e. I went to the park with my mum.



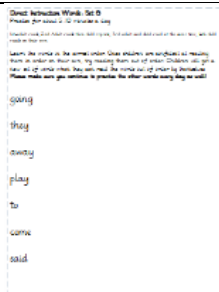
- Alphabet Arc Intervention focusing on letter name and sound recognition, sequencing the alphabet and word building activities.

	<ul style="list-style-type: none"> <li>As well as supporting weak working memory, this method also promotes independence and allows the child to see that a sentence is made up of separate words and that there is a physical gap between them.</li> </ul>
	<ul style="list-style-type: none"> <li>The Ultimate Guide to Phonological Awareness - structured activities and materials that can be used to teach early phonological awareness skills, paving the way for the systematic teaching of phonics as described in Phase Two of the Letters and Sounds document. It can also be used to support children who have not made the expected progress in literacy because of identified difficulties with phonological awareness, as well as with children who have difficulties with speech production, who may be working in similar areas, possibly supported by a Speech and Language Therapist.</li> </ul>
	<ul style="list-style-type: none"> <li>Whizzy Book - a book of pictures to talk and write about at home and in school. Each day, the child chooses a picture and uses the 'Think it, Say it, Write it, Read it' approach to record their sentence. This is used to improve, speech and writing fluency and also to improve</li> </ul>
	<ul style="list-style-type: none"> <li>Extra support with Phonics in a small group.</li> </ul>
	<ul style="list-style-type: none"> <li>Simple View of Writing - to be used with children who find getting their ideas down on paper difficult. Helps to increase the independence of children who have language and/or literacy difficulties.</li> </ul>
	<ul style="list-style-type: none"> <li>Talk4Writing - enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. The children practise the language for writing using key actions and then plan their own story using pictures/drawings and the key vocabulary. This approach works well to support children's language, concentration/organisation and memory skills.</li> </ul>

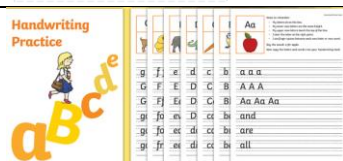


reading

- Extra reads with an adult in school, individually or as part of a group (all children will read at least once a week individually with an adult in school).



- Direct instruction words daily to improve recognition of Reception 45 High Frequency Words.



- Non Cursive writing and when established, cursive.










- Opportunities to learn new vocabulary through play activities and focus on pronouns, prepositional language etc.
- Class teacher will arrange for pre-teaching of vocabulary before a new topic.




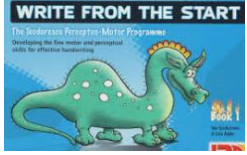



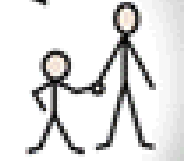

- Additional opportunities to practice literacy skills using the WorkShark programme- this focus on Phonic Phases and High Frequency word recognition.













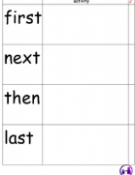



- Talking-Point Recordable Buttons - to support children's literacy and memory skills.




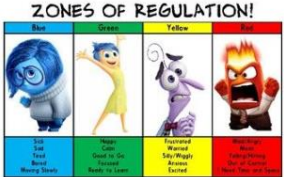




	<ul style="list-style-type: none"> <li>New vocabulary to be supported with visual cues using Communicate InPrint/Widgit symbols.</li> </ul>
	<ul style="list-style-type: none"> <li>More Able English intervention to challenge those learners who are working securely at their age related level to ensure that they have the mastery skills before tackling more complex aspects of the curriculum.</li> </ul>
<b>Sensory and Physical support</b>	
	<ul style="list-style-type: none"> <li>Regular opportunities to develop his fine motor skills in class using the daily 'Funky fingers' fine motor box.</li> </ul>
	<ul style="list-style-type: none"> <li>Gym Trail - to develop fine and gross motor and listening and concentration skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Weighted cushions/vests/blankets - the weight has a calming effect helping attention span and reducing excessive fidgeting.</li> </ul>
	<ul style="list-style-type: none"> <li>Wobble Cushions/'My Space' mats to help children learn about personal space and to aid concentration during carpet time.</li> </ul>
	<ul style="list-style-type: none"> <li>Access to a safe space/sensory area when feeling overwhelmed.</li> </ul>






	<ul style="list-style-type: none"> <li>• Movement/Sensory breaks - either as prescribed/suggested by OT or medical professionals or when needed as identified by adults supporting the child.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write from the Start - fine motor skill programme carried out daily in class to improve handwriting/pencil grip skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sensory Fiddle Toy - to aid sensory needs and concentration during carpet time.</li> </ul>
<b>Additional or Specific Needs</b>	
	<ul style="list-style-type: none"> <li>• Access to Specialist Teaching and Preschool Service and Essex Local Offer.</li> </ul>
	<ul style="list-style-type: none"> <li>• Wellbeing Mentor - Mrs Pam Webb will support children and families with specific needs.</li> </ul>
	<ul style="list-style-type: none"> <li>• 1:1 Support for transition sessions of the day, particularly when coming in in the mornings.</li> </ul>
	<ul style="list-style-type: none"> <li>• Lots of adult led opportunities to develop interaction and play skills and concentration. The child will be encouraged to join in games and take turns, first with an adult and eventually with her peers.</li> </ul>

	<ul style="list-style-type: none"> <li>'Answer Cubes' and Clip boards - to improve focus and not call out during whole class sessions. The clip board is used to record answers/ideas and share them with LSA/teacher after the carpet session. The 'Answer Cubes' are to 'spend' when contributing to lessons i.e. The child will have 3 cubes, which means he/she can offer answers 3 times during the session. Once he/she has 'spent' the cubes, he/she will have to record anything else on his clipboard.</li> </ul>
	<ul style="list-style-type: none"> <li>Chewy Tube or similar to help with sensory needs.</li> </ul>
	<ul style="list-style-type: none"> <li>Regular sensory breaks at times when the child is feeling over whelmed or finding it tricky to sit still.</li> </ul>
	<ul style="list-style-type: none"> <li>YMCA Counselling</li> </ul>
	<ul style="list-style-type: none"> <li>Regular support in reading pseudo words for Phonic Screen.</li> </ul>
 <p><b>Social Stories</b></p>	<ul style="list-style-type: none"> <li>Social Stories to help understand social concepts and ways to manage his/her emotions.</li> </ul>

 <div data-bbox="454 44 683 204"> <div>Now</div> <div>Next</div> </div>	<ul style="list-style-type: none"> <li>Visual timetable and Now and Next board to help with school routines. Child can choose to either work at the class workstation or can have a pop up screen on group table if it helps them to concentrate.</li> </ul>
	<ul style="list-style-type: none"> <li>Support at lunchtimes to encourage to try new foods.</li> </ul>
	<ul style="list-style-type: none"> <li>Extra time to process instructions and to offer answers of his own accord rather than being targeted.</li> </ul>
	<ul style="list-style-type: none"> <li>Class workstation or a pop up screen on group table to aid focus and concentration.</li> </ul>
	<ul style="list-style-type: none"> <li>Task Planners to help structure learning and promote independence.</li> </ul>
	<ul style="list-style-type: none"> <li>* Apps to support emotional regulation.</li> </ul>
	<ul style="list-style-type: none"> <li>Referral and liaison with EWMHS.</li> </ul>
	<ul style="list-style-type: none"> <li>Poo goes to Pooland app to support toileting.</li> </ul>

	<ul style="list-style-type: none"> <li>Careful consideration of seating plan.</li> </ul>
	<ul style="list-style-type: none"> <li>Non Cursive writing and when established, cursive.</li> </ul>
	<ul style="list-style-type: none"> <li>behaviour chart and will be rewarded with stickers when he makes good behaviour choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Whole school and personalised individual approach to supporting children to recognise and regulate their emotions. The Zones of Regulation is a framework that uses four colours-blue, green, yellow, and red-to help children identify their feelings and level of alertness. We link this to all aspects of school life and teach discreet lessons as part of our PSHE curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>Games to support working memory.</li> </ul>
	<p>Equipment to support fine motor skills and make writing more comfortable.</p>
	<ul style="list-style-type: none"> <li>Attended english lessons, focussing on reading and writing simple sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>Home/School Communication Book to allow home and family to support SEMH needs in school.</li> </ul>

	<ul style="list-style-type: none"> <li>NHS Community Paediatrics Team - may also include Occupational and Physio Therapists</li> </ul>
	<ul style="list-style-type: none"> <li>Support from the School Nurse and Health Family Support Worker.</li> </ul>
<p>Growth Mindset - using strategies taught to become a more resilient learner.</p>  <p>Task Planners to help structure learning and promote independence.</p>	<ul style="list-style-type: none"> <li>Our school ethos is very much about having a Growth Mindset and encouraging the children to think positively with an 'I can do it' attitude. We realise that from time to time, some children may need their confidence boosting and an individual programme of support to help with this.</li> </ul>