

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, the School staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism which enhance their daily teaching practice in order to make the classroom environment and the delivery of the curriculum more accessible for children with needs. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning.
- ❖ Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting the support carefully. 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.

Most frequently asked questions.

What types of interventions are used in School?

- ❖ ALS (Additional Literacy Support)
- ❖ ELS (Early Literacy Support)
- ❖ Dyslexia Support Programmes (Beat Dyslexia etc)
- ❖ Read, Write, Ink - Phonics programmes
- ❖ Mental Maths sessions
- ❖ Specifically tailored 1:1 programmes
- ❖ Jump Ahead
- ❖ Makaton
- ❖ 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.
- ❖ Makaton signage, visual aids and timetables used in classrooms and surrounding areas where required for specific children.