



## A guide to SEND at our school

### How do we help children with additional needs?



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## What are additional needs?

Additional needs may be a result of many different types of difficulties. These can affect the way that children learn, socialise and how they feel about themselves.

Areas of need may include; speech and language or communication difficulties, physical or sensory, cognition and learning or social and emotional needs. Depending on the nature and how your child's school life is affected, we will support your children in different ways.

The most common types of Special Educational Needs (SEN) we see in schools include Dyslexia, Dyscalculia and Dyspraxia (SPLD), ASD (Autism Spectrum Disorder), ADHD and Speech and Language. Less commonly we support hearing / visual impairments physical disabilities, moderate and severe learning difficulties.

These all present differently but also have many characteristics that overlap.

Some of the common difficulties we see are:

- **auditory processing (e.g understanding instructions that have been given)**
- **Sensory processing (visual, tactile, auditory- the ability to process information being received through the different senses- common with ASD).**
- **Social communication**
- **Spoken language**
- **Emotional regulation**
- **Weak working memory**
- **Tracking difficulties when reading**
- **Attention and listening**
- **Retention of facts**
- **Acquisition of phonics, grammatical rules etc.**

This is not an exhaustive list but as you can see, we cater for many needs.

## What do we do?



We follow a cycle of ADPR (Assess, Plan, Do, Review) in order to meet the needs of all children.

If your child is finding it difficult to acquire skills at school and presents with some of the difficulties described, there are many strategies we can use to meet their needs (Quality First Teaching). Most of these do not require your child to leave the classroom.

For example:

- **Mixed ability team working**
- **Differentiated tasks**
- **Visual aids – Visual learning**
- **Partner work**
- **Practical apparatus**
- **Task planners**
- **Chunked instructions**
- **Writing frames**
- **Highlighted text**
- **Targeted questioning**
- **Targeted spelling**
- **Memory joggers**
- **Coloured overlays or tracking cards (for reading)**
- **Games to learn in a memorable context**
- **Emotional check ins**
- **Physical classroom adaptations**

At Harvey Road we want to support all children to meet their potential as **independently** as they can. Classroom strategies and 'Quality First Teaching for all' are the best way to enable pupils to make progress themselves.

The impact of these are closely monitored by the Senco and senior leadership team.

## What else do we do?



Following on from a review some pupils need more support in addition to classroom strategies.

This may involve intervention in a small group or one to one. These will happen over a short period of time (half a term) and are designed to provide a 'catch up'. It may also involve pre teaching or overlearning to complement learning in class.

You will be informed if this is happening.

A very small minority of pupils need ongoing one to one or small group support to enable them to make more progress. They may also be referred to outside agencies for assessment or for us to develop and implement further strategies to help them.

For example:

- **Speech and Language Service**
- **Communication and Autism Team**
- **School Nurse**
- **Educational Psychologist**
- **Local specialist schools**
- **Family Support Worker**
- **SPLD Advisory teachers (Dyslexia, Dyscalculia)**

Once these consultations have taken place, again we implement and monitor new strategies.

The majority of pupils who receive ongoing support or have a diagnosis that affects their school life will have a '**pupil profile**'. These provide a snapshot of your child's strengths / needs and informs all staff what we are doing to support and celebrate your child. You and your child will also be involved in creating these.

These profiles will have targets to work towards over a term / half term. You will be involved in setting these and reviewing them too.

These form part of the 'Assess, Plan, Do, Review' cycle.

If your child has an EHCP (Educational, Health Care Plan) or if they are going through the process of assessment, you will be involved with Hertfordshire's Special Educational Needs department and a designated officer.

An EHCP is for those children who have a complex array of needs which require ongoing support throughout their life. There will be an annual review but also opportunities in between times to reflect on progress.

## Supporting good mental health

Some children have difficulty managing feelings and sometimes feel worried or anxious about different aspects of their life. At Harvey Road we are developing our mental health support in the form of nurture groups, mindfulness, key people for daily 'check ins', calm spaces and boxes etc.

Nurture groups will be for targeted pupils working on short term goals to develop self help skills and share anxieties.

In more needy cases we can refer to outside agencies such as school health, counsellors etc.

## Lunch group (Chill Club)

We are introducing a lunch time provision called 'Chill club' for pupils that need a calm and quiet place during the lunch hour.

Some need space to calm down, talk to friends, talk to an adult, Read or just relax. It is intended that some of the children who may get overwhelmed at lunch time or find a whole hour of unstructured time difficult will learn how to be resilient and be better prepared for the afternoon.

## Here to help you too

Being a parent of a child with SEN can be very stressful and worrying.

Your child may also feel worried, anxious or find it difficult to tackle new experiences. It is important to remember that Harvey Road pupils are supported, nurtured and encouraged to reach their potential. Sometimes, children need a little more support than others if they find learning difficult. This is when we need a collaborative approach between school and home.

We are not just here to support children but to support parents too.

Not only do we have an open door policy to discuss your worries and concerns but we are able to find suitable support groups, courses and support workers and advisors to help you in your journey.

If you would like to visit the Senco you can make an appointment via the school office. The school Senco will also provide you with examples of what you can do at home or what resources you can use to help your child.