

Why special educational needs is important in everyday life:

Ashleworth C of E and Churcham Primary Schools

Special educational needs (SEND) is important in everyday life to ensure all pupils feel valued and part of society. Our schools are inclusive and welcome all pupils. Where possible, we ensure SEND pupils spend as much time as possible learning with their peers through our commitment to Quality First Teaching.

How do we support pupils with SEN needs:

At Ashleworth C of E and Churcham Primary Schools, we support pupils with SEND needs by following a graduated pathway of support. When the pupils are identified as needing support, they initially go onto a Support Plan. If the pupils need further support, the pathway progresses through the other relevant plans if needed or they work their way back down the pathway. After a Support Plan, there is a My Plan, My Plan+ and then an Educational Health Care Plan (EHCP).

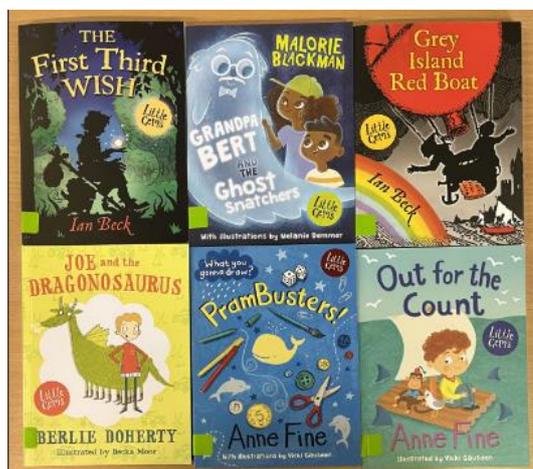
Pupils with plans are supported in several ways such as; support within class which could include from an adult, resources such as sound mats and hundred squares. Some pupils receive pre-teaching where the staff teach the pupils skills and/or knowledge they will require in order to access the lesson and give examples of questions and layouts they might be presented with. Other children are supported in small intervention groups or 1:1. These intervention groups are aimed at areas in which the children are targeted for support. For example: we use the precision teaching approach which ensures that the child has reached a level of accuracy and fluency in a particular skill. This will enable them to maintain a particular skill over a period of time and apply it to new situations and contexts.

Intervention map

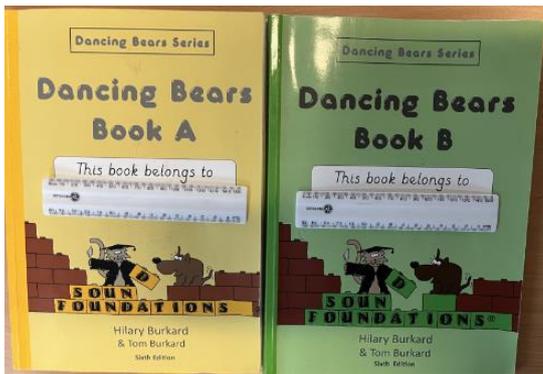
The Special Educational Needs Co-ordinator puts together an intervention map to include all of the support listed on the pupils' individual plans. This intervention map identifies the staff member who is delivering the intervention, the time of the intervention (flexible), the pupils involved, and specific details relating to the intervention.

Some of the sequences of work that we use for interventions are: Dancing Bears which supports pupils with phonics; toe-by-toe which supports pupils with their speech and phonics and the use of Barrington Stokes reading books which are dyslexic friendly reading books.

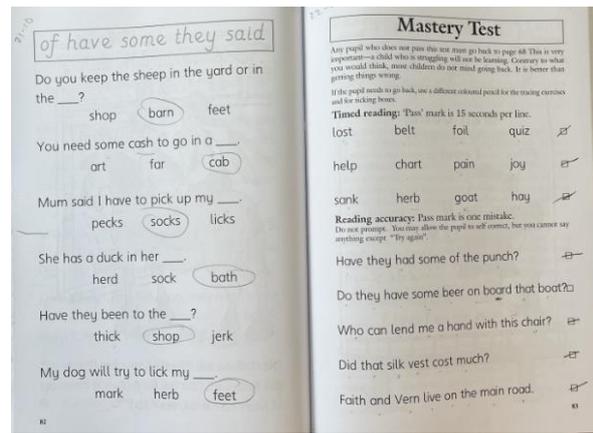
Examples of Barrington Stokes reading books:



Examples of Dancing Bears books



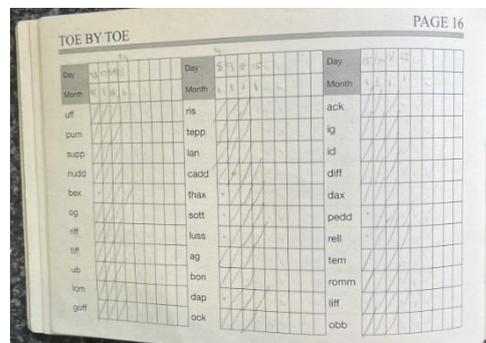
Example of inside Dancing Bears books



Example of Toe-by-toe book



Example of inside Toe-by-toe book



How do we assess the attainment of SEND pupils:

In order to understand the progress and attainment of all pupils on the SEN register, we use summative and formative assessment across all curriculum subjects. The children have their prior attainment readily available in the front of all of their subject books. As a school, we use INSIGHT tracking and use assessments diagnostically to deliver well-planned lessons for all pupils. INSIGHT has been adapted to allow staff to correctly identify which year group the child is working at. Staff are spoken to regularly by the SENCO to identify any gaps within learning and discuss/review interventions. All children take part in end of term assessments including: the HAST spelling age test, HEADSTART reading tests, White Rose Hub Maths papers (arithmetic and reasoning) and end of unit topic assessments. All assessments are carefully matched to their level of understanding.