



CHURCH ASTON INFANT SCHOOL

Special Educational Needs and Disabilities School Offer – January 2025

Church Aston Infant School is an inclusive school and may offer the following range of provision to support children with SEND

AREAS OF NEED	CHURCH ASTON INFANT SCHOOL PROVISION
<p>Social Skills programmes and support including strategies to enhance self-esteem</p>	<ul style="list-style-type: none"> • The school ethos is one where all pupils are valued and their diverse abilities equally celebrated. • The delivered curriculum ensures that Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching. • Daily Breakfast Club available. • Daily after school clubs offering a range of activities, i.e. tennis, cricket, football, athletics, art, movies. • Celebrations Assembly on Fridays with a range of rewards including Star of the Week from each class for children who have shown themselves as being good class and school members. • Team token whole school reward system to encourage children to achieve as an individual and as part of a wider group. • Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate. • Intervention from the BeeU Emotional Health and Wellbeing service for children and their parents/carers on referral, delivered at BeeU or in school as appropriate.
<p>Access to a supportive environment – IT facilities /equipment/resources (including preparation)</p>	<ul style="list-style-type: none"> • Extensive and consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning. • Pre-teaching of new concepts and vocabulary to enhance learning. • Use of interactive whiteboards. • Regular access to computers and iPads. • Provision of specialist equipment, e.g. Wobble cushions for children who have a particular need.

	<ul style="list-style-type: none"> • Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards. • Provision of resources to enhance independent learning including sand timers, easy-grip scissors, writing equipment including finger spacers, alphabet strips and high frequency word lists.
Strategies/programmes to support speech and language	<ul style="list-style-type: none"> • Assessment by and intervention from a speech and language therapist, on referral. • BUCKET programmes available to support speech and language. • Nurture group strategies delivered by a TA to encourage confidence, turn taking and a widening of friendship groups. • Delivery of allied individual SALT programmes by the Teaching Assistants. • Support as required in class from Teachers and Teaching Assistants
Mentoring activities	<ul style="list-style-type: none"> • Teaching Assistant support and interventions delivered in class, 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress. • Use of peer mentoring. • Use of talk partners during whole class and group learning sessions. • School Council – each year group has 2 representatives on the council, voted on by their peers. • Safety Trailblazers – two Year 2 children leading health and safety awareness for children across school. • Playground Leaders for support during playtimes and lunchtimes. • Parents are signposted to outside agencies that are available to offer support out of term time.
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs	<ul style="list-style-type: none"> • Assessment by and intervention from an occupational therapist (OT), on referral. • Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services. • Cool Kids activities provided to develop Fine and Gross motor skills. • Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, e.g. handwriting development. • Provision of specific resources and equipment. • Provision of support resources, such as writing wedges, pencil grips and wobble cushions, where required.
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)	<ul style="list-style-type: none"> • Class Teacher visits pre-school providers of children before entry into school. • Induction sessions are arranged for children and parents before they enter school. • Transition visits arranged by the Class 2 Teacher in advance of the Year 2 children moving to their Key Stage 2 school. • Transition visits for liaison with current staff /SENCO for children transferring from another school or Nursery • Assemblies are planned from a range of resources e.g. Jigsaw PSHE programme • All children have access to Worry Monsters to which they can add their worries to, and an adult will ensure there is time to share and discuss the child's individual worry or as a class if it is felt reflects a general worry such as moving on to new school. • Meeting and greeting of parents/carers at the start and end of each day by staff.

	<ul style="list-style-type: none"> • Open door policy by all staff for all parents and carers throughout the day. • The school has effective systems for ensuring that peer friendships are maintained, and no pupil feels isolated. • Weekly newsletter enables all parents/carers to be involved in what their children have been doing and what the school is celebrating. • School website enables parents/carers to see aspects of work and be involved in their children's learning. • The School Administrator alerts the Head Teacher to children with poor attendance and the Head Teacher follows these up promptly with EWO if necessary. • Teaching Assistants implement planned programmes of support to children either in or out of the classroom, 1:1 or in a group session as required. • Educational psychologist works closely with referred children and their parents/carers and provides on-going support to them in the form of school-based assessments and meetings, regular telephone consultations or work in the home with the family. • Collaboration and communication with all external professionals involved with children, as appropriate, e.g. Family Connect, hospital consultants, GPs and BeeU practitioners. • Family Support Worker employed by the local cluster of schools, Ellie Delaney delivers sessions to individual children and to discuss strategies and will offer support for parents. • All staff trained in child protection at regular intervals.
<p>Strategies to support/develop literacy inc. reading</p>	<ul style="list-style-type: none"> • School library offering a range of fiction and non-fiction texts. • Classroom reading areas. • Small group reading support in class through guided reading, and individual reading support with Teachers and Teaching Assistants. • Early Reading books have a large font. • Cool Kids activities provided to develop fine and gross motor skills. • Additional small group literacy support in class from class teachers and Teaching Assistants. • Writing equipment including pencil grips, specially designed pencils for left and right-handed children, finger spacers, alphabet strips and high frequency word lists. • Children are introduced to lined workbooks at an appropriate stage. • Additional individual and small group literacy support delivered weekly by a Teaching Assistant. • Book scrutinies and moderation meetings identify children who are not on track to reach their potential. • Targeted literacy support strategies devised by the educational psychologist or Learning Support Advisory Teacher and implemented by the Teacher or Teaching Assistant as appropriate. • Precision Teaching delivered by a Teaching Assistant. A daily programme targeting a specific Literacy need. • Read Write Inc. handwriting development programme. • Celebrations Assembly on Fridays rewards 'Wonderful Writers' and a Handwriting Award for a child in each class.

<p>Strategies to support/modify behaviour</p>	<ul style="list-style-type: none"> • Consistent school wide implementation of the school's Behaviour and Discipline Policy. • School/Home behaviour books are used to help children overcome issues with behaviour. • Children understand how rewards and sanctions are used in school and staff use these in line with the Behaviour and Discipline Policy • 'Good to be Green' cards are used daily for all children. 'Stop and think' cards used for children to adapt their behaviour and consequence cards if the behaviour continues. The importance of turning round inappropriate behaviour and to revert to the green card is encouraged. • Children are rewarded with a whole school team token system to encourage children to work together to achieve points towards a weekly bonus for the winning team. • Individual sticker charts are customised to suit needs if a child needs extra encouragement for shorter increments of time. • Family Support Worker employed by the local cluster of schools, Ellie Delaney delivers sessions to individual children and to discuss strategies and will offer support for parents.
<p>Strategies to support/develop numeracy</p>	<ul style="list-style-type: none"> • All new concepts are introduced using equipment and objects. • Targeted small group support in class. • Maths Mastery techniques used to support understanding of maths skills and concepts • Precision Teaching delivered by a Teaching Assistant. A programme targeting a specific Numeracy need. • Withdrawal of small groups or individual children for additional numeracy support. • Celebrations Assembly on Fridays rewards 'Amazing Mathematicians'. • Book scrutinies and moderation meetings identify children who are not on track to reach their potential.
<p>Provision to facilitate/support access to the curriculum</p>	<ul style="list-style-type: none"> • The school has an Accessibility Plan for adults and children which is reviewed annually. • The curriculum is planned to help all types of learners be successful using Visual, Auditory and Kinaesthetic activities. • Children who are visually impaired or have full or partial hearing loss are seated correctly in the classroom to be able to fully access the teaching. • Advice and guidance are sought and implemented from the Sensory Impairment/Inclusion team to ensure that barriers to success are reduced or removed. • Small group support in class from class teacher/Teaching Assistant. • 1:1 support from an allocated Teaching Assistant for individual children or those on an Educational Health Care Plan. • Facilitating access to learning through the appropriate differentiation of tasks and activities. • Provision of specialist equipment or modified resources as required and after specialist advice. • Extensive use of visual support in the form of visual timetables and personal visual timetables. • Implementation of specifically tailored support strategies and programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist.

Strategies/support to develop independent learning	<ul style="list-style-type: none"> • Provision of individual/visual timetables. • Provision of sand timers where appropriate. • Pre-teaching of new concepts and vocabulary. • Individual success criteria. • Implementation of specifically tailored support strategies and programmes, e.g. devised by the educational psychologist, occupational therapist, or physiotherapist. • Children are encouraged to self-assess their own work and celebrate their successes. • Children have a good awareness of their strengths and areas for development.
Support/supervision at unstructured times of the day including personal care	<ul style="list-style-type: none"> • At least two Teaching Assistants on duty at all playtimes. • Trained lunchtime supervisors supporting in school at lunchtime and on the playground at lunchtime breaks. • Individual lunchtime supervision where specified, e.g. for children on an Educational Health Care Plan. • Support by individual members of staff for children with special toileting requirements. • Targeted support and supervision in the outdoor areas for children with disabilities. • Play leaders supporting peers during play and lunch sessions.
Planning and assessment	<ul style="list-style-type: none"> • Quality first teaching across school. • A broad and balanced curriculum offer. • Whole school curriculum offer on school website. • Individual learning support plans. • Differentiated learning activities. • CAF referrals to external agencies/social care as required. • Co-ordinated planning between class teachers, Teaching Assistants, and allocated Teaching Assistants for children on an Educational Health Care Plan. • Referrals for assessment to external agencies as required. • Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports	<ul style="list-style-type: none"> • Early identification of needs requiring referral to external professionals. • CAF/TAC meetings convened where a child's/family's needs are assessed as significant. • Regular communication and information sharing with an extensive range of external agencies. • Use of a Family Support Worker to support CAF/TAC meetings and support children in school with their individual needs. • Regular progress meetings with parents/carers. • Sharing of professional reports with parents. • Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families. • SENCo attends multi-disciplinary assessments as required.