



SEND – Information

What does SEND mean?

A child would be considered to have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her. This provision is anything additional to or different from that made generally for other children. (SEND Code of Practice: 0-25 Years, 2015)

There are four categories of SEND:

- Cognition and Learning (specific learning difficulties such as dyslexia or dyscalculia)
- Communication and Interaction
- Social, Emotional and Mental health
- Sensory/ Physical

How we support children with SEND

At Stamford Park Primary School, we pride ourselves in providing excellent support for our children with special educational needs/disabilities (SEND). If a child is having difficulties, we will first try to meet their needs through Quality First Teaching strategies. This means we use a range of teaching styles, ensure we are delivering engaging lessons and ensure all activities are differentiated appropriately to meet the child's needs. We also have a focus on early identification of need and delivering appropriate interventions. This intervention could be through our highly skilled teaching assistants delivering in-class support or taking small groups out for booster sessions or specific interventions.

Interventions we offer

Precision teaching – This is daily activities focussed around acquiring a key skill. The sessions start with a game or activity where they practise the skill and ends with a timed assessment which monitors fluency and accuracy.

Speech and Language Support Groups – We run speech and language groups as advised by Trafford Speech and Language Therapy Services. These sessions are personalised to the children's needs and we have a range of resources to support them. If you felt that your child needed this kind of support then a referral would be made to the school SENCO to do this.

ELSA – 'Emotional Literacy Support Assistant' - A nurturing support intervention which can be 1:1 or in a group with an aim to meet their personalised emotional needs.

Talk Boost – This is a structured 10 week programme aimed at supporting children with their communication and language skills. They work in a group of 4, 3 times a week, for 30 minutes with a trained teaching assistant.

Memory Group – This is specifically for children with a specific learning difficulty (usually dyslexia). The focus is on developing their working memory and giving them strategies to improve their memory skills.

Lego Therapy – This intervention has 10 sessions in each cycle. The children work in groups of 3 and each of them has a role to play. The focus is on turn taking, communicating and following instructions.

Maths and Literacy Boosters – This can happen inside or outside the classroom with a focus on recapping key skills or pre-teaching skills they will need for the week's lessons.

Handwriting Intervention – In these groups the children practise forming letters correctly, leaving appropriate finger spaces and work towards joining their letters neatly.

Phonics Groups – Our teaching assistants run phonics interventions for children who still need to work on their phonics sounds. The lessons are interactive and multi-sensory. The phonics screener helps us to identify who would benefit from this support.

Nurture Groups – We run a variety of different nurture groups such as anger management, drawing for talking, anxiety workshops and friendship circles. The focus depends on the needs of the children within the group.

Reading Intervention – Our teaching assistants read with children who need extra support to reach their year group's expectations. We also have older children who act as reading buddies who read with children in the younger years.

Reading and writing for pleasure groups – These groups are for our children who are falling behind their peers in reading and writing. They are child-led and the aim is to get children interested in literacy through creative and fun activities.

Physical/Sensory interventions – Daily support focussing on their physical or sensory needs and using different equipment to build up strength or

What happens if your child needs more support?

Step 1 – Changes will be made within the classroom through Inclusive Quality First Teaching. For example, work might be differentiated more, tasks will be split into smaller chunks or the child may be given a support sheet.

Step 2 – If the child is still struggling to make progress, then the class teacher will speak to the SENDCo Team. An in-class observation will take place and the SENDCo Team will advise the teacher on what more they could do (if necessary). A cycle will start called Assess, Plan, Do, Review. A need will have been identified, a plan will be made about what provision can be put in place, the intervention will take place and then the class teacher will review how much progress has been made and what the next steps should be.

Step 3 – If a cycle of assess, plan, do, review has been completed and the difficulties are still evident, then it may be beneficial to look at getting specialist support, a diagnosis of a need or an EHC plan in place. This process will be organised by the class teacher and a SENDCo who will always communicate effectively with the parents to ensure they understand the process and are involved in all decision making.

**If you would like to discuss your child's progress, support or needs then please book a meeting.
You can contact the SEN team on senco@spprimary.org.uk**