



Netherton J&I School

How We Support Children With SEND



Area	Whole School Approach	Targeted Support for Individuals or Small Groups. Short / Medium Term	Specialised Individual Support. Medium / Longer Term
Learning Curriculum and Teaching Approaches	Quality First Teaching - a differentiated curriculum that meets the needs of all pupils. Focussed feedback that helps all pupils move on in their learning. An exciting curriculum that engages the children at our school. Regular teacher assessment that informs planning and teaching. Classrooms have a visual timetable. Teachers use a range of different teaching approaches to actively engage all learners. Some classes have a teaching assistant that works closely with the class teacher. Teaching assistants work with children in the class to help them make progress.	Children will work individually or in small groups on targeted interventions to help them improve certain aspects in which they struggle. For example reading / writing / phonics / maths. These interventions are shown on our Provision Map.	Children have specific targets on their One Page Profiles (OPPs) that will help them to progress in certain curriculum areas. Outside agencies (such as Educational Psychologist, WISENDSS or Speech & Language Therapist) may become involved to support the school and child. Children who cannot access work in the classroom have a personalised curriculum that meets their individual needs. This is always planned in conjunction with outside agencies. Teaching approaches take into account the needs of the individual in order to help him/her progress.

Support and Emotional Well Being	We have a clear behaviour policy and school rules. Each class uses a range of rewards for the pupils. Pupils have a voice and make decisions as members of the Junior Leadership Team. Achievements are celebrated in weekly assemblies and via weekly newsletters. Targeted Assemblies (Bullying, Young Carers, Reverend led).	Lunchtime Clubs as required Social Skills Interventions - 'Time to Talk' and 'Socially Speaking' are run by intervention staff.	Pastoral Care is offered on a 1:1 basis for individual children. CAMHS (Child and Adolescent Mental Health Service) and Future In Mind (FIM) may be involved.
Physical	All pupils have 2 P.E. lessons each week. Pupils in the Early Years access the outdoor area every day. We offer additional sports after school clubs, e.g. multi-skills. We participate in School Pyramid Sports Festivals, e.g. football, handball, gymnastics, rounders, cross country. Our Junior Leadership Team is involved in the ongoing development of sports in our school.	Interventions that develop gross or fine motor skills, e.g. It's in the Little Bag.	Pupils with physical needs may use specialist equipment such as pencil grips, sloped writing boards, special cutlery or special furniture. Occupational Therapists and Physiotherapists may be involved.

Transition	In the summer term, all pupils visit their next class to meet their new teacher and teaching assistant. Accurate and efficient transfer of records and data to next teacher. For children moving to high school, they will all attend a transition day at the high school. Accurate and efficient transfer of records and data to next school. Pupils have the opportunity to take part in travel training.		Some pupils have extra transition sessions if needed.
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