



## **Special Education Needs and Disabilities (SEND) Information Report** **June 2024**

\*All schools are required to develop and publish a SEND Information Report (paragraph 6.79 of the SEN Code of Practice)

Welcome to our SEND information report. On these pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have Special Educational Needs and Disabilities (SEND). The information has been compiled by the Headteacher, the Inclusion Co-ordinator, the school Governors, Class Teachers and parents, which is reviewed annually.

Every effort has been made to make this report accessible to parents and carers, but if there are any aspects that you would like explained please contact the school office (see details below).

### **Key Contacts**

Mr Arnold Worton-Geer  
Mrs Lee Pocha  
Mrs Rachel de la Croix

**Headteacher**  
**SEND Governor**  
**Assistant Headteacher responsible for Inclusion**

### **Contact Details**

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### **Additional Information**

St John's **SEND Policy** can also be accessed via

**<https://www.digswell.herts.sch.uk/special-educational-needs>**

Paper copies of this and the SEND policy are also available on request from the school reception.

### **Our Approach as a School:**

As a school we are committed to providing the very best opportunities for all our pupils. We hold high expectations of all our learners and encourage them to aspire to achieve their full potential.

All teachers are responsible for every child in their care, including those with Special Educational Needs and Disabilities (SEND). All pupils are supported through Quality First Teaching, which is our first wave of intervention and support. We also apply a person-centred approach that allows us to match lessons and additional provision to individual needs.

All support offered to our pupils and particularly our SEND pupils is reviewed on a regular basis using The Graduated Approach of Assess, Plan, Do and Review (APDR)



**Assess:** All children are regularly assessed and monitored by their subject teachers. Their progress is tracked through regular data points by Curriculum Leaders, Key stage leaders, the Inclusion Lead and Leadership Team. If a class teacher has any concerns, they will complete a SEN Record of Concern Form and submit this to the SENCO for further investigation and review.

**Plan:** All teachers use High Quality Teaching which means they plan and adapt classroom activities to support all pupils in their class.

If a child needs additional support this may be recorded :-on the\* SEND register, an Individual Learning Plan (LP) or a Pastoral support Plan (PSP) and a Pupil Profile.

***Parents and pupils will be actively involved in creating all these documents.***

\*When a child is added to the school's SEND register, this information is shared with the parent through a conversation with the child's class teacher. A record of this is kept by the parent and the school.

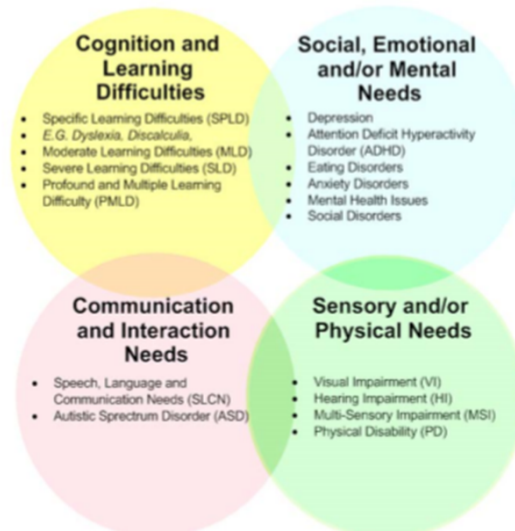
**Do:** This may mean small group intervention or individual support provided by teaching staff or learning support staff. Support may be on a daily or weekly basis depending on level of need, and runs on a termly cycle, depending on the intervention. Some children will be withdrawn from lessons for specific interventions, but most universal and targeted interventions occurs within the classroom and it is the responsibility of the teacher to differentiate accordingly.

**Review:** At the end of each intervention cycle, the progress of pupils is reviewed. If pupils are making similar progress to their peers, they will continue to be monitored and in class support will still be offered. Sometimes it may be necessary to seek more specialist support from outside agencies such as: Speech & Language Therapy, Speech Language Communication and Autism specialist advisory teacher, Educational Psychologists or the Occupational Therapy service. These referrals will be made by the Inclusion Co-ordinator in partnership with the class teacher, parents and child.

**The Special Educational Needs and Disability (SEND) Code of Practice states that:**

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

Children and young people's SEND are generally thought of in the following four broad areas of need:



**1) How does the school know if children/young people need extra help? What should I do if I think my child may have special educational needs?**

The attainment and progress of all pupils is rigorously and frequently monitored. Each term we hold Pupil Progress Meetings (PPM); meetings are attended by the class teacher(s) and a member of the Senior Leadership Team. All children's progress is monitored and children who are not reaching age related expectations or who are not making at least expected progress are identified. Discussions on how best to support any child identified in this process then takes place. In the first instant we would identify strategies that the Class Teacher(s) and Teaching Assistant (TA) could use within the class. Sometimes a child may need to have additional small group work or 1-1 support. We aim to support each pupil's learning style with quality first teaching within the classrooms and by the early identification of any special educational needs or disabilities.

Children falling behind age appropriate expectations will be identified by the Class Teacher and Inclusion Co-ordinator in pupil progress meetings throughout the year. These children will be highlighted and where necessary additional support put in place, taking into consideration any areas of difficulty the children identify themselves. High quality teaching targeted at areas of weakness will be planned and the child's progress will be closely monitored. Parents will be informed of this support at parent consultation evenings or earlier if necessary. If progress continues to be less than expected, it may be necessary to carry out more in depth assessment to identify specific needs. Additional personalised support may be suggested by the Inclusion Co-ordinator and discussed with the parents and child. If the child has identified learning difficulties, they will be recorded as having special educational needs or SEN.

If the parents have concerns that their child may have special educational needs, they should talk to their child's teacher in the first instance or email the Inclusion Co-ordinator at: [delacroixr@digswell.herts.sch.uk](mailto:delacroixr@digswell.herts.sch.uk)

If a child starting at St John's Digswell has been identified as having special educational needs or some concerns have been highlighted in a previous setting, transition meetings will take place with professionals involved, parents and external agencies.

## **2) How will school staff support my child?**

All staff have a duty to support all children within the school environment and the Inclusion Co-ordinator oversees the additional support that some children need.

All classes have shared daily support from a Teaching Assistant and a Specialist SEN Teaching assistant who work in partnership with the class teacher to provide appropriate support where needed across all year groups.

At any time the team may decide that some children require a greater level of input from these additional adults and/or the Class Teacher. Depending on need this may be small group, paired or 1:1 support. This support would be recorded on the Class Teacher's provision map (PM, Individual learning plans (LP) or Individual Behaviour Plan (IBP).

All support will be over-seen by the Class Teacher and monitored by the Inclusion Co-ordinator. This support is reviewed regularly and will vary according to need. Teachers will share this information with parents on a termly basis if a child has an Individual Learning or Behaviour and at the twice-yearly consultation evenings.

A few children may require more specific provision and in some instances it may be appropriate to seek advice from external professionals in order to appropriately support the child in the school. The Inclusion co-ordinator provides advice, monitoring and links with outside agencies and professionals. The Inclusion Co-ordinator will ensure that parents are informed fully of this process and their permission will be sought at all stages.

There is a school SEN Governor, who regularly monitors the quality of provisions offered to support children with SEND at St John's.

## **3) How will I know how my child is doing?**

The school has two parent consultation evenings a year and a detailed written report in the summer term for all children. This means that each term, teachers will give an idea of your child's progress in relation to age related expectation and their starting points for the academic year. It is important to recognise that your child may be making 'good-progress' in relation to their 'starting point' but still be working below 'age-related' expectations.

Some children who are on the Class Provision Map, who have an Individual Learning Plan or a Pastoral support Plan, will have this support reviewed termly with the Class Teacher as part of our Graduated Response.

The Inclusion Co-ordinator may also be included in these review meetings (and at the request of the Class Teacher or Parents). Children and Parents thoughts and preferences will be integral to the structure of this review process.

At these termly meeting individual targets and interventions will be reviewed and new targets formulated to meet the needs of the individual child. The Class Teacher will use the Child's Individual Pupil Profile as a starting point for discussions about the child and their overall aims for the future.

The school has an open-door policy, which allows for more regular updates and also the opportunity for parents to liaise with other appropriate staff, such as the Inclusion Co-ordinator either in person, by email or by phone.

Parents are also invited to meetings where information is discussed following an assessment by the Inclusion Co-ordinator or an outside agency such as the Speech Therapist, Advisory teacher for Autism or the Educational Psychologist. Information may be shared via letters home, additional meetings, phone calls, emails and home school liaison books. Where a child has an EHCP (Education

Health Care Plan) the class teacher, parent/s , pupils and professional supporting will be involved in annual review meetings

Individual Class teachers may also, where appropriate, use a home-school link book, where increased regular communication is felt necessary. Alternatively, an agreed email communication system may be put in place.

#### **4) How will the learning and development provision be matched to my child's needs?**

First quality teaching is the priority. This will include a range of strategies to support individual needs. Each lesson is carefully planned and differentiated to meet your child's needs and those of all the children. All pupils have access to materials and apparatus to support them in lessons. This may be, for example, counting apparatus to support in a maths lesson, a key words sheet or an iPad to support a child with story writing.

Some pupils will require additional resources and input over and above what is usually available to all pupils and this will be tailored to support an individual child's needs. Suitable resources to support individuals may be used. Small group learning or one-to-one support from teaching assistants will be available where appropriate. Teachers will take advice from the school Inclusion Co-ordinator and also from external agencies, for example, a Speech and Language therapist.

#### **5) What support will there be for my child's overall wellbeing?**

The Inclusion Co-ordinator who is also the School's Mental Health Lead, oversees support for children's social, emotional and mental health needs and works closely with parents and children to ensure that effective behaviour strategies are as consistent as possible at home and school.

The school has adopted the Hertfordshire's 'Steps' approach to behaviour (from Sept 19) and this is integral to our school behaviour policy.

Our Christian values and ethos are evident in every aspect of our school which supports all children to thrive. These values are specifically highlighted through our assemblies and the R.E and PSHE curriculum which encourages the child's individual development and their understanding of relationships with others and the school community.

Pastoral support is key to happy learners at our school. All staff are aware of children's feelings and emotions. We have regular training for Teachers and TAs on Social and Emotional and Mental Health needs. The Inclusion lead is a qualified ELSA', Emotional Literacy Support Assistant. Where it has been identified as appropriate by the Parent, Class Teacher is Inclusion Lead, 6 sessions of support can be put in place for individual children.

We have Nurture provision in place for specifically identified children at lunchtimes, where children are given the chance to talk, share and have the time they need to be calm and confident learners, led by the Inclusion Co-ordinator.

We also run a range of social skills groups depending on need:- 'Talk -About' social skills, Lego group, and a playground games group. These sessions, led by our Specialist SEND TA or classroom based TAs are designed around the individual pupil's or group's needs. Where a child is included within these specific intervention groups, the class teacher will share this information with parents via consultation meetings or termly APDR meeting.

Children feel confident to talk to all staff, teachers and teaching assistants. The Inclusion Co-ordinator and Headteacher are also available to help and support every child to ensure they enjoy their learning. If additional support is needed in the class or at times on the playground then this is identified and supported. This support can be in the form of a nurture group, buddy system (YR and Y6), one to one chat or small groups with an emphasis on social skills.

The school promotes positive relationships between parents, children and all staff at school. All children including those with SEND are encouraged to participate in clubs including, for example, sporting activities, music lessons and choir club. The school listens to children's views through the school council and regular pupil voice/ questionnaires and termly 1:1 conferencing (using a person centred approach).

Assemblies and PSHE lessons address wellbeing issues such as bullying, celebrating 'differences' and conflict resolution. Our celebration assembly on a Monday, where certificates are awarded to individuals and individual achievements are acknowledged.

The school has links with a number of agencies such as Family Support Workers, Space Parenting Support, the School Nursing team, Specialist Art Therapists and Counsellors, who can offer further advice and support.

The school adheres to the statutory guidance 'Supporting pupils at school with Medical Conditions' and all medication is kept in a secure place. Individual health care plans are written for children with medical conditions and shared with all staff. A designated school nurse works together with parents and staff to meet a child's specific health needs.

#### **6) What specialist services and expertise are available at or accessed by the school?**

We have a team of experienced teaching assistants, all of whom are included within regular CPD for supporting children with SEN.

The school has access to school nursing team, to whom they can directly refer. The school nurse in turn is able to refer to different health services where applicable.

The school can access other professional services such as outreach schools, the behaviour support team and advisory teachers for early years, autism, hearing, visual, speech or physical and neurological impairment.

Our Inclusion Co, Mrs de la Croix, who also is the Autism and Mental Health Lead for the school, is a qualified and experienced teacher. Mrs de la Croix achieved her SEN National Award status in December 2020 and her ELSA qualification in May 2024.

Our Specialist Specific Learning Difficulties Teacher is trained in using WellComm assessment materials, can carry out 'Drawing and talking therapy' and has received a comprehensive range of training in a wide range of SEN in the past few years.

The EYFs team are trained in Level 1 Makaton sign language and have had 'Autism in the EYFS' training.

We have a Breakfast Club and After School Club, who provide their staff with internal training.

#### **7) What training have the staff, supporting children and young people with SEND, had or are having?**

All staff have received training in different areas of SEN.

#### **Inclusion Lead Training (23/24)**

- \* Positive behaviour support – use of STEPs materials – Yearly refresher training (Jan 24)
- \* ELSA training – run by the EP service (Inclusion Lead) – half termly over 23/24
- \* Strategies for supporting children with writing difficulties

- \* Successful transitions for children in the EYFS.
- \* Annual SEND conference
- \* Virtual school- The Power of words
- \* Selective Mutism Training

Teaching Assistants have been provided with in-school, on-request training from the Inclusion Co-ordinator and SEND TA for the following :-Precision Teaching, Conversation cartoon, Cued spelling , Numicon, Zones of Regulation, 'Talk about' social skills , spld assessments, social stories and Selective mutism training.

#### **Previous training received by staff members**

- Herts OT service ' Understanding sensory needs'
- I can SLCN / Small Steps training
- Transition webinar
- Understanding Anxiety in Children Workshop for Professionals
- DSPL 3, 4 & 5 Sensory Awareness & Autism Virtual Training
- The Inclusion Co has received the following training:-Families First (EHM) training
- STEPs training
- ADHD and managing behaviour
- Autism Level1 training,
- ADHD awareness
- Mental Health Level 1
- Attachment and Trauma training.
- WellComm speech and Language assessment
- Drawing and Talking intervention.
- Intensive interaction
- Selective Mutism

The Inclusion Co has also previously received specific training in: Ways of identifying and assessing children with different SEN needs, Autism level1; ADHD; How to create sensory friendly classrooms; Crisis and Trauma Training; Nurture group networking; Precision Teaching training, cued spelling approach, conversation cartoon training and bereavement and Loss training. She has also attended the Mental Health Level 2 training and 'Mental Health first Aid'.

The Inclusion Co also attended termly SEND updates provided by HfL and the local DSPL5 team.

Mrs de la Croix completed her SEN National Award in Autumn 2020.

All staff refreshed their First Aid training in January 2021 and completed their Level 1 safeguarding training in September 2022. Safeguarding updates take place yearly.

Termly staff meeting SEND updates are led by the Inclusion Co. Class Teachers are asked to share knowledge of their pupils with SEND and any specific knowledge they have.

The school draws information and training and support from range of sources including our attached EP service, Woolgrove School ; Howe Dell school (behaviour focused) The OT and SALT service; ADDvance and NAS (National Autistic society) websites, the DSPL5 team and the Welwyn Nurture Cluster group.

Other previous training for staff includes: Prevent (Anti-radicalisation) training; Attachment Theory training; Speech & Language Training, Forest School Training; Early Years Training; Fischer Family Trust Wave 3 Literacy Training; Subject specific training; Signing.

Training is regularly updated and opportunities for additional training are sought to ensure that staff have a working knowledge of SEN issues and current legislation.

### **8) How will you help me to support my child's learning?**

Parent consultation evenings are held in the Autumn and Spring terms to keep all parents fully informed of their child's progress and an annual report is written for each child in the summer term. Parents are also invited to a class assembly each year where the children are able to share what they have been learning about with their parents.

The Inclusion Coordinator can be available to speak to parents wishing to discuss any questions raised at consultation evenings regarding their child's needs.

Parents are involved in termly reviews where extra support has been put in place, either on a Learning plan or a Pastoral support Plan . At these review meetings, the parents and pupils' views are sought at each opportunity to help support their child's learning. Their desired future outcomes are central to the graduate response provided by the school.

Children are set home-learning each week which will involve reading and at least one piece of English, maths, or topic work so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary. Through discussion with the class teacher, a child's home learning may be adapted to suit individual needs.

The school may also suggest requests guidance to parents from The School Family Support Worker who has access to a wide range of support from local agencies and services and is able to guide parents in their choice of support.

Class newsletters are sent to parents at the beginning of each term setting out a comprehensive summary of what to expect during the term. Newsletters with details of local voluntary organisations, support groups and initiatives are forwarded to parents on a regular basis. These include parenting courses. School based newsletter are sent home on a fortnightly basis.

Our Inclusion Co-ordinator holds half termly group workshops for parents. At these workshops a range of outside speakers provide useful suggestions or avenues for parents support i.e Visiting speakers from; Therapeutic Hooves, School, Family worker, SEN family worker, 'SPACE' organisation.

The inclusion Co welcomes parents' involvement in discussions about their children at these workshops and invites suggestions for future support/ information that might be felt useful at these workshops.

Our school website is another source of useful information for parents.

### **9) How will I be involved in discussions about and planning for my child's education?**

There are formal occasions such as the Autumn and Spring Term Parent Consultation evenings where parents are involved in discussions about their child's education, however we have an open-door policy where parents can make an appointment to meet a teacher before or after school.

Parents may also discuss their child with the Inclusion Co or Headteacher at any point in the academic year. This can be sought by emailing her directly. (see details above)



Working parents may contact the school office to arrange for a teacher to call them back if there is a particular issue they wish to discuss.

Parents of children with SEND meet the Class Teacher termly to discuss their child's progress in relation to targets set on Learning plans or Pastoral Support Plans. At these meetings the pupils and parents are involved in the 'review' of previous targets and their views are integrated into the targets that are set for the coming term.

If an outside agency is involved parents are invited to meet with them by request (this can happen at any point during the year).

For children with more complex needs, an Education, Health and Care plan (EHCP) may be applied for. This is a statutory document which ensures your child receives the provision they need and that their parent's wishes are taken into account. The application can be made by the parents or by the school or jointly and the assessment is carried out by the Local Authority. For more information see:

[http://www.thegrid.org.uk/learning/sen/key\\_documents/index.shtml](http://www.thegrid.org.uk/learning/sen/key_documents/index.shtml)

#### **10) How will my child be included in activities outside the classroom including school trips?**

All pupils are included in school trips, residential and other extra-curricular activities.

If necessary children will have personalised risk assessments and reasonable adjustments, including additional support, to prevent the exclusion of any pupil.

Parents are consulted to ensure full participation and active engagement of all children. Where activities are run by outside agencies, the providers are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

#### **11) How accessible is the school environment?**

The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary.

- The building has ramps and is fully wheelchair accessible.
- There are disabled toilet facilities in the main building
- There is a disabled space in the school car park

Specialised equipment such as: writing slopes, wobble cushions, sensory equipment and laptops/ iPads, adjusted learning information, dyslexia friendly overlays/ resources, are provided where appropriate for children with specific SEN needs and advice is sought from the appropriate medical or health professionals to ensure all children's health and physical needs are catered for within the school environment.

St John's Primary School has an [Accessibility Plan](#) in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 which can be found on the school website.

#### **12) Who can I contact for further information?**

In the first instance, parents are always encouraged to contact their child's class teacher about any issues or concerns. The Inclusion Lead and Headteacher are available for further information or discuss needs of your child. The school Complaints Procedure is available from the office or on our website

The school's SEN Governor is also available for advice and guidance as appropriate.

At county level, the SEN Officer, is available for further advice and to administer EHC plans.

For details of what is available at county level see the Local Offer  
<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

**13) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Staff at St John's recognise that moving schools can be a stressful time for some children, therefore strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transition support plans
- Internal transition meetings
- Shuffle up days
- Regular visits to local secondary school for experience, e.g. for sporting activities.
- Pupil / teacher records are transferred and discussed
- Meetings for parents before children enter the school system.
- Extra visits can be arranged for pupils with SEN joining or leaving the school
- Close work with secondary schools to ensure smooth transition and transfer of relevant information.
- DSPL5 transition booklets/ Crucial Crew / Nessie in Ed (Through Watford Football Club) support materials for Year 6 children
- Visits to the previous nursery/ schools setting for pupils with SEND by the Inclusion lead and forthcoming teacher.

**14) How are the school's resources allocated and matched to children's special educational needs?**

The school has an amount identified within its overall budget called the notional SEN budget. This is used to employ teaching assistants to meet the needs of children with SEN, provide specialised training for staff and purchase resources including specialist equipment to support the progress of children with SEN.

If a child requires provision which exceeds the nationally prescribed threshold, top-up funding can be applied for through the local authority; this is called Local High Needs Funding (parents' permission is always sought before applying for LHNF).

**15) How is the decision made about how much support my child will receive?**

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, the child's own views and a detailed discussion with the class teacher. The support is reviewed regularly with amendments made whenever necessary. Most support is provided in the form of enhanced classroom support. Prompts and feedback from the class teacher, teaching assistant and peers have been found to have a huge impact on attainment.

Recent research has found that peer support and feedback have proven to be more effective in raising standards than specific interventions where a child is withdrawn from class. Recent research has also shown that too much individual support can be counter-productive and make children overly dependent on adult support.

At St John's School any support provided outside the classroom is overseen by the class teacher and monitored regularly for positive outcomes and impact. Where interventions are deemed necessary they typically last between 1 and 2 terms with the emphasis being on early identification and targeted, effective support to close the gaps in learning and to minimise the need for long-term additional support.

**16) How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Our School Offer is just a small part of a much larger picture. The Local Authority's offer gives wide ranging details of services and provision for children and young people with SEND.

Please see below for the school's 'Offer of Support' for 2024

## Support at St John's School -Digswell 2024/ 25

***Support for pupils may include but is not limited to:-***

Universal	Targeted	Targeted +
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcomes.</li> <li>• Broad, balanced, and diverse curriculum</li> <li>• Differentiated pace to suit different lessons.</li> <li>• Visual aids and modelling</li> <li>• Visual timetables (Comm in Print)</li> <li>• Multisensory teaching approaches: visual, audio, and kinaesthetic</li> <li>• Differentiated questioning.</li> <li>• Thinking time to answer questions.</li> <li>• Use of writing frames/ mind maps/</li> <li>• Table based resources: -rulers, number lines, high frequency words/ monster phonics support materials</li> <li>• Brain breaks/ mindfulness.</li> <li>• Makaton signing</li> <li>• Consideration to seating position and talk partners.</li> <li>• Access to teacher or TA during independent learning time.</li> <li>• L.I and targets made clear to all.</li> <li>• Communication Friendly Classrooms</li> <li>• Peer and self-assessment</li> <li>• Whole school and class behaviour policy</li> <li>• School Golden Rules/ learning powers</li> <li>• Interactive/informative displays Parent workshops, parent consultation, reports, open evenings</li> <li>• Differentiated home learning.</li> <li>• Guided reading/guided writing supported by Coloured paper/ overlays/ reading strips.</li> <li>• Wellcomm Screening</li> <li>• Growth Mindset promoted across the school</li> <li>• Transition process (into EYFS/ EYFS to YR / within school/ Y6 to Y7)</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning plans/ Behaviour support Plans (STEPS)</li> <li>• Protective behaviours course (School family worker/ Inc co lead)</li> <li>• Phonics intervention- monster phonics materials.</li> <li>• 1:1 tuition with Intervention support TA</li> <li>• Small group support for emotions/behaviour (Zones of Regulation)</li> <li>• Small group support for Social Skills ('Talk about 'resources)</li> <li>• In class EAL support</li> <li>• In class behaviour support</li> <li>• Individual reading Key stage 1 and 2</li> <li>• Use of the Sensory room/ sensory resources</li> <li>• Fine motor skills groups</li> <li>• Positive social games group</li> <li>• Sensory Circuits</li> <li>• Use of Social stories/Conversation cartoons</li> <li>• Wellbeing group/young carers</li> <li>• Transition programme</li> <li>• Daily Readers</li> <li>• Art Based Nurture Group</li> <li>• Lego Group</li> <li>• Circle of Friends</li> <li>• Forest School (attendance/ ESBA)</li> <li>• Individual speech and language support following advise form SALT.</li> <li>• School Family worker or SEN family worker referral and support</li> <li>• ELSA individual sessions</li> <li>• Access to a supportive environment – computing facilities/equipment/resources i.e. iPads/ chrome books laptops / computer programmes to support reading and maths/ assistive technology – talk to text/specialised equipment</li> <li>• Home school communication books, individualised support techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist Service-through consultation clusters of EHCNA</li> <li>• Speech and Language direct therapy</li> <li>• Autism Advisory Team (SLCA)</li> <li>• SAS SEN team advice</li> <li>• Outreach support from Woolgrove School</li> <li>• Behaviour Support Team</li> <li>• Education Health and Care Plan</li> <li>• Exceptional Needs funding</li> <li>• 1:1 targeted SpLD intervention</li> <li>• 1:1 targeted Maths intervention</li> <li>• 1:1 targeted social skills support</li> <li>• E.W.O / Attendance officer involvement</li> <li>• Drawing and talking therapy</li> <li>• 1:1 support during physical sessions i.e. PE, D.T/ Art</li> <li>• School Nurse support- counselling/ health care plans</li> <li>• Team around the family support (Families first assessment)</li> <li>• EYFS Specialist Teacher support</li> <li>• Referral to CAMHS- Tiers 2 or 3 support.</li> <li>• NESSie in Ed / SafeSpace 1 :1 counselling session.</li> </ul>

