

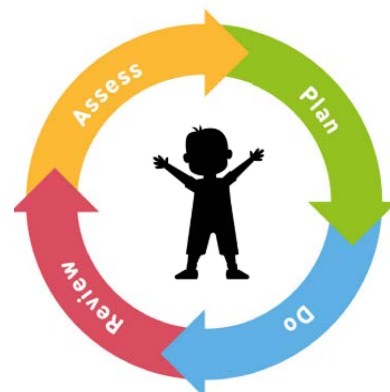


How do we meet the needs of our children at The Firs?

Support in class and additional interventions

The Firs is an inclusive school community and we strive to provide high quality teaching and support throughout the school. Quality First Teaching provides a broad and balanced curriculum, along with Adaptive teaching provision to motivate and meet the needs of our children.

We may find that a child needs additional help if concerns are raised by a parent or carer, if a child is making limited progress or if there is a change in their rate of progress or access to the curriculum. Following a cycle of Assess, Plan, Do, and Review we are able to identify the needs of the child and plan for additional support that will enable them to make the best possible progress, access the curriculum and achieve their potential.



If a child is identified as having SEND, we will provide support that is ‘additional to’ or ‘different from’ the differentiated approaches normally provided as part of our Quality First Teaching.

The SENDCo oversees all support and progress of the children with SEND within the school, following the Central Bedfordshire graduated response to providing additional support for pupils with SEND. The class teachers and/or learning support assistants will oversee, plan and work with each child with SEND to ensure progress is made in all areas.

Children may receive individual or small group intervention dependent upon their needs.

By placing the child at the centre of any support provision, and through regular communication with parents and carers at all stages, ensures that the child’s needs are met and the child has every opportunity to thrive.

What could this additional support look like at The Firs?

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Communication and interaction	<ul style="list-style-type: none"> ✓ I often don't understand what has been said to me ✓ I know what I want to say but I can't get the words out ✓ I find it hard to start a conversation with my friends ✓ I find it hard to understand what other's are feeling from their body language ✓ I have a stammer ✓ I find it hard to pronounce some sounds or words ✓ I often can't think of the right word to use when describing something ✓ I struggle to retell a story or events in my life that have just happened ✓ I forget what instructions I have been given ✓ I don't understand the instructions given to me ✓ I get confused between the different question words ✓ I find it difficult to put events in a story in the right order ✓ I find it difficult to memorise facts ✓ I can only listen for a short time and then I switch off ✓ I can disrupt lessons because if I have to listen for too long ✓ I don't like making eye contact with others ✓ I forget what I am saying or start talking about something else instead 	<ul style="list-style-type: none"> ✓ I need time to process instructions ✓ I need instructions written down so I can look at them to remind me what to do ✓ I need instructions repeated rather than rephrased as this confuses me even more ✓ I need to see an example of what I am expected to achieve ✓ I need to share my ideas with someone who will give me the time ✓ I need to listen to others who have lots of ideas ✓ I need gestures, signs and visuals to help me understand ✓ I need help organising my words in sentences ✓ I need instructions and information given to me in small chunks ✓ I need to record my ideas in a different way eg story maps, flow charts 	<ul style="list-style-type: none"> ✓ Wellcomm ✓ Talk About ✓ Social skills groups ✓ Lego therapy ✓ Attention Autism ✓ Social skills groups ✓ Blanks ✓ Task planners ✓ Jigsaw PSHE lessons ✓ Social interaction prompt cards eg can we play a game together? Could I borrow your pencil please? ✓ Visual timetables ✓ Now, next and then ✓ Speaking frames ✓ Use of scribe when generating ideas ✓ Pre-teaching ✓ Zones of regulation ✓ Social stories ✓ Comic strip cartoons ✓ Colourful semantics ✓ Clicker ✓ Communication in print ✓ Widgit symbols ✓ Scaffolds eg story maps, story boards, flow charts ✓ Speech and language support ✓ Turn taking games ✓ Intensive interaction

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Cognition and learning	<ul style="list-style-type: none"> ✓ I get confused easily if learning goes too fast ✓ I have difficulty remembering what I have learned ✓ I find it hard to read because the words move on the page ✓ I find it difficult to remember my sounds when reading ✓ I can't segment words to help me spell ✓ I find it hard to blend words to help me read ✓ I find it difficult to remember my times tables ✓ I make lots of spelling mistakes ✓ I find it hard to talk about my learning ✓ I can't make links between my learning ✓ I can disrupt the class when I am finding the work too hard ✓ I don't like reading ✓ I don't enjoy coming to school ✓ I find it tricky to read with expression and fluency ✓ I need to sound out lots of words when I am reading ✓ I forget to use my full stops and capital letters ✓ My handwriting is large ✓ My letters are not formed correctly ✓ I often fall over or walk in to things ✓ I find it hard to run, skip, catch a ball etc 	<ul style="list-style-type: none"> ✓ I need time to practice new skills over and over until I remember them ✓ I need learning broken down in to small steps ✓ I need new facts teaching to me in small groups ✓ I need visual reminders to help me complete tasks ✓ I need practical resources to help me work out answers in maths lessons ✓ I need to see new concepts in pictures to help me understand ✓ I need to act it out to understand ✓ I work better when I am in a small group and I can ask lots of questions ✓ I need instructions written down 	<ul style="list-style-type: none"> ✓ Coloured overlays ✓ 1:1 phonics intervention - RWI ✓ Booster groups ✓ Toe by Toe/Hornet Literacy ✓ Pre-teaching ✓ Access arrangements from KS1 tests ✓ Memory games ✓ Individual task cards ✓ 1:1 daily reading ✓ Words intervention ✓ Guided group support ✓ Concrete resources ✓ Breaking Barriers Numicon ✓ Spelling Shed ✓ Write Away Together ✓ Talk partners ✓ Opportunities to work in a small guided group ✓ Word banks ✓ Writing scaffolds ✓ Fine motor skills ✓ Handwriting scheme ✓ Part completed examples ✓ Accelerated reader ✓ Lift Off ✓ Daily Times Table Rockstars ✓ Scaffolded PE lessons

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Social, Emotional and mental health	<ul style="list-style-type: none"> ✓ I often feel unhappy / cross / worried / nervous ✓ I can get upset easily ✓ Lots of things scare me ✓ I can get angry when I don't get my own way / someone else gets there first / I don't get to explain my side ✓ I often say unkind things to others when I am upset ✓ I find it hard to control my temper ✓ I find it difficult to say goodbye to mum / dad in the morning ✓ I worry that mum / dad won't come back to pick me up ✓ I can get angry when people say no to me ✓ I find it difficult to wait my turn ✓ I find it hard to put my hand up before answering a question ✓ Sometimes I feel the need to run or hide ✓ It makes me nervous when I have a different teacher or someone different is in the room ✓ It makes me nervous when our routine changes or I have to do something new 	<ul style="list-style-type: none"> ✓ I need help to calm down ✓ I need to feel listened to ✓ I need time to talk ✓ I need space to calm down before we talk ✓ I like people to give me choices ✓ I need visual reminders of classroom rules ✓ I like to know when it is my turn ✓ I need help identifying how I am feeling ✓ I need to be told when my routine is different ✓ I need to be introduced to new teachers 	<ul style="list-style-type: none"> ✓ Calm Start ✓ Relational approach and restorative conversations ✓ Pastoral Mentor 1:1 support ✓ Social skills groups ✓ Lego therapy ✓ Turn taking games ✓ Drawing and Talking ✓ Play skills ✓ Pupil Passport/One page profile ✓ Zones of regulation ✓ Jigsaw PSHE lessons ✓ Movement breaks ✓ Now and Next board ✓ Individual Behaviour Passports ✓ Individual reward systems ✓ Count down timers ✓ Movement breaks ✓ Worry box ✓ Proud book ✓ Network hands ✓ Growth mindset ✓ Home school link books ✓ Inside out lunch club ✓ Anxiety mapping ✓ Risk Reduction plan ✓ Safe space

	In what areas do I need additional support in order to make progress? (Assess)	What support do I need? (Plan)	Provisions / Interventions (Do)
Physical and Sensory needs	<ul style="list-style-type: none"> ✓ I find it difficult to hear what is being said ✓ I find it hard to read my teachers lips if the light is behind her ✓ I find it difficult to read the board or a book ✓ I find it hard to see where I am going ✓ I find it difficult to sit in one place for too long ✓ I get distracted if the interactive whiteboard is buzzing ✓ I find it difficult to hold my pen properly ✓ I find it difficult to push my pen down on to the paper ✓ I get distracted if it is too loud ✓ I find it hard to say what I am good at ✓ I find it hard to make friends ✓ Some lessons make me nervous / excited / angry when everyone is moving around too much ✓ I find it difficult to walk up / down stairs 	<ul style="list-style-type: none"> ✓ It helps when everyone is aware of what support I need ✓ I need lessons to be practical and active ✓ I need time to be calm and quiet ✓ I need the sit near the whiteboard ✓ I need to sit with my back to the light ✓ I need people to face me when they are talking ✓ I need written texts to be enlarged font size 18 ✓ I need my hearing aids checked each morning ✓ I need the paths to be clear of things that can trip me up ✓ I find it easier to write if I the lines on my page are a bright colour 	<ul style="list-style-type: none"> ✓ Enlarged print sheets ✓ Safe space ✓ Access to ICT equipment to remove physical barriers ✓ Advice, support and guidance from Occupational therapist ✓ Sensory diet ✓ Access arrangements in KS1/2 tests ✓ Pencil grips ✓ Fidget toys ✓ Wobble cushion ✓ Fine motor skills interventions ✓ Take 5 ✓ Sensory circuits ✓ Mindfulness coaching ✓ Physical manipulatives during lessons ✓ Movement breaks ✓ Ear defenders ✓ Active lessons ✓ Social skills groups ✓ Coloured exercise books ✓ Larger lines / squares in exercise books ✓ Movement breaks