



# Moss Hall Schools Federation

## Special Educational Needs Information Report

**Written: September 2020**

**Review: September 2021**

**Review by: Executive Headteacher**

Signed by:

\_\_\_\_\_ Executive Head                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## 1. WHAT TYPE OF SCHOOL IS THE MOSS HALL SCHOOLS FEDERATION (INFANTS AND JUNIORS)?

The Moss Hall Schools Federation is a mainstream school which provides education for 5 – 11 year olds. We believe that all children should have access to a broad and balanced education, with high quality teaching which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school overcoming potential barriers to their learning and making special provision within the curriculum to meet their individual needs.

Children may have special educational needs either throughout or at any time during their school career. The school ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The SEND policy outlines the framework for the Moss Hall School Federation to meet its duties and obligations to provide a high quality education to all of its children, including children with special educational needs and / or disabilities. Once a potential SEN has been identified, the graduated approach ie the Assess, Plan Do and Review cycle is used to work towards meeting the child's needs.

### Moss Hall Junior School

Inclusion Manager/SENCo	Telephone	Email
<b>Angela Dhillon</b>	<b>020 8445 7965</b>	<a href="mailto:senco@mosshalljnr.barnet.sch.uk">senco@mosshalljnr.barnet.sch.uk</a>

### Moss Hall Infant School

Inclusion Manager/SENCo	Telephone	Email
<b>Samina Thorpe</b>	<b>020 8445 9735</b>	<a href="mailto:office@mhi.org.uk">office@mhi.org.uk</a>

## 2. WHAT TYPE OF SEND IS PROVIDED FOR AT THE MOSS HALL SCHOOL FEDERATION?

We are a very inclusive school providing for the following areas of SEND:

### Communication and Interaction

- Speech, Language and Communication Need (SLCN)
- Autistic Spectrum Condition (ASC)

### Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Specific Learning Difficulties including Dyslexia, Dyscalculia and Dyspraxia

### Social, Emotional and Mental Health Difficulties (SEMH)

- Including behaviour caused by underlying issues, eg depression, eating disorders
- Attachment Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties

### Sensory and /or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability

### 3. OUR APPROACH TO TEACHING CHILDREN WITH SEND AT MOSS HALL - Including adaptations to the curriculum and learning environment.

#### The SEND Inclusion Jigsaw

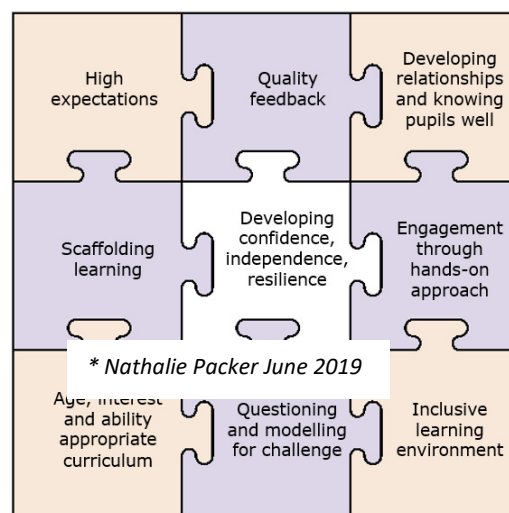
##### The SEND inclusion jigsaw teaching strategy\*:

The SEND inclusion jigsaw makes sure planning and implementation meets the needs of all learners, and builds in high expectations for everyone.

The jigsaw diagram outlines nine key elements of the SEND inclusion jigsaw teaching strategy. It fosters inclusive high-quality teaching for pupils with SEND as the different pieces of the puzzle represents high quality teaching for all.

All children have access to:

- Quality First Teaching
- Intervention in class
- Withdrawal – small group and 1:1
- Personalised targets
- Resources
- Marking and feedback
- Year groups plan together and adapt the curriculum where necessary.



Adapting the curriculum is the process by which differences between children are accommodated so that all children have the best possible chance of learning.

Adaptation can be through:

- Task – differentiated to meet the Learning Objective with smaller steps
- Resources – photos, pictures, word banks, 3D equipment
- Grouping – matching similar learners together and mixed ability groups
- Support – using additional adults
- Outcome – expectation of work completed is different
- Pace – adapted to meet the needs of the child
- Dialogue – varied language /vocabulary used
- Input – in a small group
- Scaffolding

Scaffolding can only be provided through interaction - this is why it is NOT differentiation, help or support as these don't necessarily involve adult interaction.

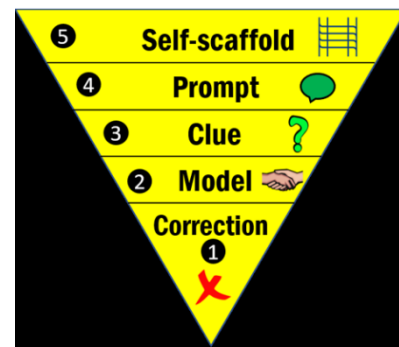
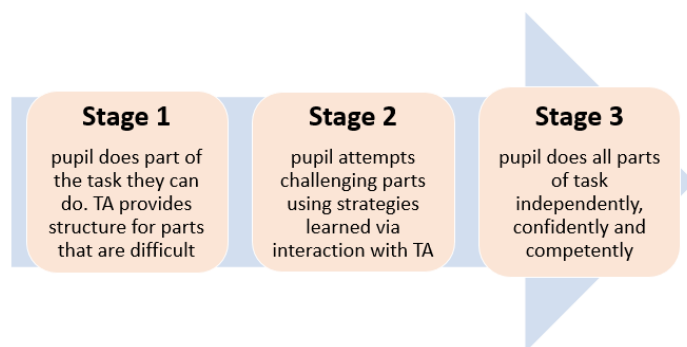
Scaffolding recognises smaller learning goals

It provides

- specific prompts and clues
- the least amount of help

And

- it involves careful observations of pupils' performances



#### 4. HOW DO WE IDENTIFY CHILDREN WITH SEN AND IDENTIFY THEIR NEEDS?

A child has a learning difficulty or disability if she/he

- has a significantly greater difficulty in learning than the majority of others of the same age;
- or
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.

*Children and Families Act 2014*

Children at Moss Hall are identified as having special educational needs through a variety of ways including the following:

- Child working below age related expectations
- Concerns raised by parent/carer
- Concerns raised by teacher
- Consultation between class teachers and members of the leadership team where pupil progress is discussed
- Inclusion Manager may observe the child in class, use standard assessment tools and /or refer to outside professionals or seek further advice
- Liaison with outside agencies, for example Educational Psychology Service or Speech and Language Therapists (with permission of parent/carer).

When a teacher has a concern about a child, we use a graduated response:

**Stage 1:** Classroom Monitoring and Meeting with Parent/Carer

**Stage 2:** School Support - Initial Concern and Provision Tracker including Extra Provision & Strategies

**Stage 3:** School SEN Support - Individual Learning Support Plan

**Stage 4:** Referral for Assessment

**Stage 5:** Application for EHCP – Education Health Care Plan

See **Appendix 1** for more information about the graduated response to SEN Support at MHSF

## **5. HOW WE SECURE EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN WITH SEN**

Moss Hall Junior's building is fully accessible for wheel chairs users as follows:

- Fully accessible building
- 4 accessible toilets
- A disabled refuge point on the top floor of the Year 6 block
- Equipment to evacuate wheel chairs users in the event of a fire
- ICT equipment and practical equipment are available to support children's learning
- For additional equipment funding is secured from the school's SEN budget or from bids for external funding
- For specialist equipment, the Inclusion Manager liaises closely with the child's family and the appropriate external agency to ensure the correct equipment/resource is bought

Moss Hall Infant's building is fully accessible for wheel chairs users as follows:

- Fully accessible building
- 1 accessible toilet
- ICT equipment and practical equipment are available to support children's learning
- For additional equipment funding is secured from the school's SEN budget or from bids for external funding
- For specialist equipment, the Inclusion Manager liaises closely with the child's family and the appropriate external agency to ensure the correct equipment/resource is bought

## **6. HOW WE CONSULT WITH AND INVOLVE PARENTS/CARERS OF CHILDREN WITH SEN IN THE EDUCATION OF THEIR CHILD**

- Regular formal meetings - SEN meetings are held to discuss the Learning Support Plan and progress of children with SEN. These are attended by parent/carer, class teacher and the Inclusion Manager.
  - EHC Plan annual review
  - termly Parent/Carer Pupil Progress Meetings
- Less formal meetings - staff are in the playground at the end of the school day
- By appointment - all school staff are available to meet parents/carers
- Curriculum evenings - open to all parents/carers
- School trips - open to all parents/carers
- Within school activities - open to all parents/carers
- Parent/Carer Forum - termly, open to all parents/carers

## **7. HOW WE CONSULT WITH AND INVOLVE CHILDREN WITH SEN IN THEIR EDUCATION**

- The class teacher meets the child to discuss progress towards SMART targets and discusses new targets
- Children with an EHC Plan complete a 'My views to be included in the annual review' and attend part of the annual review meeting when appropriate
- Through pupil conferencing

## **8. HOW WE ASSESS AND REVIEW CHILDREN'S PROGRESS TOWARDS OUTCOMES**

- The Inclusion Manager attends the Pupil Progress meetings with the Headship team and class teacher
- Individual, personalised targets are set for the children with special needs. These are Specific, Measureable, Achievable, Relevant, Time limited (SMART) targets.
- Targets are shared and refined with parent/carer during the Learning Support Plan termly meeting.
- Targets are shared with the child to help them understand what they need to be working towards.
- Specific suggested activities are shared with the parent/carer in addition to year group home learning tasks to help the child make progress towards his/her targets.
- Targets are reviewed termly and next steps set.

## **9. HOW WE EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR CHILDREN WITH SEN**

We measure impact by:

- Regularly evaluated interventions
- Tracking progress
- Internal monitoring of practice
- Regular discussions between staff, parent/carer and children
- The Inclusion Manager meets termly with the SEN Governor

## **10. HOW WE ENABLE CHILDREN WITH SEN TO ENGAGE IN ACTIVITIES WITH THEIR CLASSMATES**

### **Extra-curricular activities**

- School clubs are open to all children
- Clubs take place before school, during lunch time and after school
- Clubs are provided by school staff (free of charge) and external providers (a fee is charged). Depending on circumstance pupil premium may be helped to fund attendance

### **Peripatetic music lessons**

- A broad range of instruments are taught at school by teachers from Barnet Education Arts Trust (BEAT) – financial assistance may be available from BEAT
- Lessons take place within the school day and support staff attend if needed

### **School trips**

Specific risk assessments are done to identify what additional arrangements need to be undertaken to ensure (as far as practicably possible) a child with SEN can take part. This could be:

- Alternative transport arrangements to the venue eg by taxi
- 1 child to 2 adults for the duration of the trip
- Residential trips – a parent/carer to accompany the trip and stay nearby to support
- Alerting the venue to the requirements of the child to ensure the child can have as good an experience as possible
- Pre-trip preparation for the child – visual timetable for the day, photos of the venue, explanation of activities

### **School day**

- Breakfast Club and Afterschool Club
- Playtime and Lunchtime – 1:1 support including supporting attendance at within school clubs if needed

## **11. THE SUPPORT WE PROVIDE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN WITH SEN**

All children are encouraged to:

- take part in all extracurricular activities
- take on roles within the school for example: School Council, Member of the School Parliament, Eco Councillor, House Captains (Year 6).

All Year 3 children have a buddy in Year 6.

Pastoral support is provided by all school staff to all children.

If a child continues to struggle with any aspect of school life including exhibiting challenging behaviour, parent/carers are invited in to school for a meeting to discuss the best way to support the child.

Support could be through:

- a communication book
- regular meetings with the parent/carers
- behaviour management plan
- seeking external support
- referral to the Senior Learning Mentor for 1:1 work or small group work (MHJ)

The Senior Learning Mentor can:

- support in class, at playtime and lunchtime
- give advice and support to colleagues and parents/carers.

## **12. STAFFING**

- School staff have access to bespoke training to develop their skills and understanding.
- Training is provided in house by current staff, through courses run by LBB, or external companies.
- Additional adult support for children with an EHC Plan
- Year Group Teaching Assistants to support with the year group

## **13. SPECIALIST EXPERTISE**

The advice and support of the following external agencies is accessed through a formal referral to their service or by the Inclusion Manager requesting advice:

- LBB Educational Psychologist
- LBB Specialist SEN team
- LBB Inclusion Advisory Team
- Integrated Therapies: Speech and Language, Physiotherapy, Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- CAMHS in School
- Autism Advisory Team
- School Nurse



- Consultant Paediatrician
- NHS services for hearing, sight and medical conditions
- Social Care
- Grief Encounter

#### **14. TRANSITION ARRANGEMENTS WITHIN SCHOOL AND BETWEEN PHASES OF EDUCATION**

There are clear procedures and systems in place to ensure transition runs smoothly.

##### **Transferring from Moss Hall Nursery and other pre-school provisions**

- The Inclusion Manager attends the annual review meetings for children with an EHC Plan
- The Inclusion Manager will meet with SENCo to discuss all children transferring

##### **Transferring to Moss Hall Infant School**

- The Inclusion Manager meets with MHN Deputy Head/SENCo
- In the summer term before the children start in Reception the following happens:
  - The children will visit MHI on several occasions with their Nursery Nurse or Teacher
  - The teachers from both settings meet to discuss all children coming from MHI
  - The EYFS Leader will visit other preschool settings where a significant number of children are transitioning
  - For a child with an EHC Plan, the support staff meet to share information
  - For a child with an EHC Plan, the class teachers meet to share information
  - For children with an EHC Plan or with significant needs a transition book of the school is sent home at the end of the summer term
  - For a child with an EHC Plan, parents are invited for a tour of the school with the Inclusion Manager in the summer term

##### **Transferring from Moss Hall Infant School**

- The Inclusion Manager attends Year 2 annual review meetings for children with an EHC Plan
- In the summer term before the children start Year 3 the following happens:
  - The Inclusion Manager attends meetings with the parent/carer and Infant Inclusion Manager
  - The Head of School spends time in each of the Year 2 classes
  - The Year 3 teacher spends a day in what will be their new class
  - For a child with an EHC Plan, the support staff meet to share information
  - For a child with an EHC Plan, the class teachers meet to share information
  - The child has additional visits to the Junior school in addition to when their classmates visit
  - The children have a transition book
- All Year 3 children have a buddy from Year 6
- School records are received by MHJS
- In the Autumn term, Year 3 children will start at least ½ day earlier than Years 4, 5 and 6

##### **Transferring from another school (within the Key Stage)**

- A meeting/discussion with the previous school takes place

- The parent/carer meet the Inclusion Manager and class teacher
- A tour of the school takes place
- The child has a buddy within the class
- School records are received by MHJS

**Transferring to another school (within the Key Stage)**

- A meeting/discussion with the new school takes place
- Additional visits to the new school (with current staff if needed) take place to ensure a smooth transition for the child
- School records are passed onto the new school

**Transferring to secondary school (MHJ)**

- During the Year 5 annual review meeting, secondary school options are discussed
- The parent/carer is encouraged to visit schools and speak to the Inclusion Manager about the needs of their child
- In the summer term of Year 6, a teacher from the secondary school meets the current class teacher and information is shared
- If the child has an EHC Plan the secondary school is invited to the annual review or at a later date to a transition meeting (shorter annual review) in the summer term
- Additional visits to the new school (with current staff if needed) take place to ensure a smooth transition for the child
- The Inclusion Manager liaises with secondary schools for other SEND/vulnerable children when needed
- School records are passed onto the new school

**15. BARNET LOCAL OFFER**

- Local Authorities and schools are required to publish and review information about educational provision available for children and young people with SEND under the Children and Families Act 2014. This is known as the ‘Local Offer’.
- The Local Offer should help parents/carers and families know what they can reasonably expect from their local schools.
- Click here for Barnet’s Local offer: <https://www.barnetlocaloffer.org.uk/>

**16. DEALING WITH COMPLAINTS**

If a parent/carer has a concern about their child, their first point of contact is the child’s class teacher. If their worry has not been resolved they should then speak to one of the leadership team. For children with SEN this would be the Inclusion Manager.

If a parent/carer has a complaint they must follow the school’s Complaints Procedure Policy which is available on the school website [www.mosshalljunior.org.uk](http://www.mosshalljunior.org.uk) or from the junior school office on the school website [www.mosshallinfantschool.org.uk](http://www.mosshallinfantschool.org.uk) or from the infant school office.

**APPENDICES**

Appendix 1 – SEN Support at Moss Hall Junior School

Appendix 2 – Quick Links to Advice and Support

Appendix 3 – Whole School Provision Map

Appendix 4 – Intervention Information Letter MHIS

Appendix 5 - Intervention Information Letter MHJS



The following process will be followed for children where there is a concern regarding learning or behaviour.

**Parent/Carer will be informed and involved at all stages**

***Stage 1: Classroom Monitoring and Meeting with Parent/Carer***

**If you have any concerns about a child:**

e.g. slow progress/poor concentration/communication/behaviour/emotional/social

Class teacher to discuss with parent/carers to find out if there are any special circumstances and to reassure parent/carers that we will continue to monitor for 3 weeks.

***Stage 2: School Support - Initial Concern and Provision Tracker inc Extra Provision & Strategies***

**If concern continues for more than 3 weeks:**

Class teacher to complete 'Identification of Needs' (relevant sections) before ICPT.

Class teacher and Parent/Carer to complete Initial Concern and Provision Tracker form (ICPT).

Class teacher to give copy of Identification of Needs and ICPT to Inclusion Manager and discuss.

An observation of the child may take place which will highlight next steps to support the child in school.

Inclusion Manager to monitor provision and progress will be monitored at the next Pupil Progress Meeting. If the child is making progress, provision to continue, ICPT moves with child to next class.

If slow or no progress move to Stage 3.

If the child is a new pupil or class teacher thinks referral to agency is urgent; Inclusion Manager may accelerate to SEN Plan and refer to relevant agencies e.g. Speech and Language.

***Stage 3: School SEN Support - SEN Plan***

**If concerns still continue move to SEN Plan**

Class teacher and parent/carers co-produce SEN plan outcomes with provision and strategies for child to achieve outcomes.

Agree need for Learning Support Group, Interventions (TA interventions/SALT Toolkit/Motor Skills etc.) or outside agency referrals with Inclusion Manager.

***Stage 4: Referral for Assessment***

**If outside agencies are involved and concerns are ongoing, consider referrals for Educational Psychology assessment.**

***Stage 5: Application for EHCP – Education Health Care Plan***

**If concerns continue, consider evidence for statutory assessment for an EHCP with Inclusion Manager.**

**Documents:** Initial Concern and Provision Tracker form, SEN Plan

- Autism Education Trust: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
- Barnados Independent Support Service [www.barnados.org.uk/what-we-do/protecting-children/independent-support-send](http://www.barnados.org.uk/what-we-do/protecting-children/independent-support-send)
- Barnet Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) <https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass>
- Bullying guidance (Department for Education): <http://tinyurl.com/DfE-Bullying-Guidance>
- Communication Trust: [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
- Contact – Charity for families with disabled children: <https://contact.org.uk/>
- Council for Disabled Children [www.councilfordisabledchildren.org.uk/](http://www.councilfordisabledchildren.org.uk/)
- Dyslexia SpLD Trust: [www.thedyslexia-spldtr.org.uk](http://www.thedyslexia-spldtr.org.uk)
- I CAN – the children’s communications charity - [www.ican.org.uk](http://www.ican.org.uk)
- MindEd – elearning to support healthy minds: [www.minded.org.uk](http://www.minded.org.uk)
- National Autistic Society [www.autism.org.uk/](http://www.autism.org.uk/)
- National Deaf Children’s Society [www.ndcs.org.uk/](http://www.ndcs.org.uk/)
- National Sensory Impairment Partnership: [www.natsip.org.uk](http://www.natsip.org.uk)
- NASEN: [www.nasen.org.uk](http://www.nasen.org.uk) information and organisation contacts for SEN
- Royal National Institute of Blind People [www.rnib.org.uk/](http://www.rnib.org.uk/)
- Scope – Equality for Disability [www.scope.org.uk/](http://www.scope.org.uk/)



# MHSF Provision Map - 2020 – 2021



Cognition and Learning			Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical Needs	Referrals and Adaptations		
Reading	Writing	Maths	Language and Communication	Social, Emotional and Behavioural	Physical Development	Inclusion Support	Classroom Adaptations	Autism Spectrum Condition
Additional Support (Intervention TA – BRSP)	Additional Support (Intervention TA)	Additional In-Class support (TA)	Individual Speech and Language Therapy with SLT	Social Skills Group	Occupational Therapy (direct therapy/1-1 with TA)	Educational Psychologist Referral /Assessment	Workstation	SCERTS
Additional In-Class Support (TA)	Phonics Group	Basic Skills (Number Bonds)	Speech and Language follow up with TA	CAMHS in School	Gross Motor Skills group (TA)	Referral to Occupational Therapy /Physiotherapy Service	Individual Timetable	Workstation
Additional 1:1 Reading	Write From The Start (Handwriting)	Basic Skills (Times Tables)	Speech and Language Group (Class TA)	CAMHS	Fine Motor group (TA)	Referral to Speech and Language Therapy	Safe Place	Now, Next Board
Precision Teaching High Frequency words	Fine Motor Skills Group	First Class at Number (MHIS)	Vocabulary Building	Life Skills	Physiotherapy (direct therapy/1-1 with TA)	EWO/Attendance	Move ‘N’ Sit Cushion	Finish Tray
Phonics Group	Touch Typing Programme MHJS	TTRockstars (Times Tables) MHJS	New To English (intervention TA)	Autism Advisory Team support	Visual Impairment / Hearing Impairment Advisory teacher support	Referral to CAMHS in School	Writing Slope	Learning Breaks
(Intervention TA – Project X Code) MHJS	Wordshark (IT Program) MHJS	Additional Support (Intervention HLTA) MHJS	Autism Advisory Team support	Grief Encounter (Bereavement Counselling)	Sensory Circuits	Referral to CAMHS	Pencil Grip	
Volunteer Readers MHJS	Talk Write Group MHJS		SALT Toolkit activities	‘Happy To Be Me’ Group (self-esteem) MHJS	Sensory Lodge		Adaptive Ruler	
Library Group MHJS			Talk BOOST MHIS	Learning Mentor MHJS			Adaptive Scissors	
			EAL Program: Talking Partners MHJS				IPad	
			Language Nut (IT program) MHJS				Hearing Impairment Adaptations	
							Visual Impairment Adaptations	
							Use of ICT	

Provision is available in both MHIS and MHJS unless stated otherwise.

**NB** Due to Covid 19 restrictions – In 2020 -2021 some provision may be provided virtually or not available

## Appendix 4

### Intervention Information Letter - Moss Hall Infant School



Dear Parents and Carers,

In school this term your child \_\_\_\_\_ will take part in the following group work/intervention (highlighted appropriately) with \_\_\_\_\_.

These groups usually take place within the classroom unless a quieter space is needed.

<b>Group/Intervention</b>	<b>Description</b>	<b>Frequency</b>
Phonics Group	Another opportunity to visit the sounds from phase 2-5	daily
Extra Guided Reading Session	Usually in the classroom during 'Everyone Reading in Class' time with an adult	3x weekly
Talk Boost	Focuses on developing speaking and listening skills	3x weekly
Time to Talk	A programme that was developed in order to teach and develop language and interaction skills	3x weekly
Basic Writing Support	In-class support for writing	As and when needed
Greater Depth Writing	Consolidating writing skills and creating opportunities to develop the quality of writing	weekly
Write from the Start	Handwriting pattern program that develops fine motor control	daily
Social Skills Group	A method of using social situation stories to help children understand social situations and learn how to deal with them in a positive way (this may include local walks, visits to the local café or supermarket).	2x weekly
Gross motor Skills Group	To build core strength and coordination usually through an extra PE/obstacle course session	2x weekly

Please come and speak to your class teacher or myself if you would like some more information about what happens in the session.

Please be aware these groups can and do change regularly and your child may only take part in a short block for 6 weeks.

Yours sincerely

Samina Thorpe

Inclusion Manager

## Appendix 5

### Intervention Information Letter - Moss Hall Junior School



Dear Parents and Carers,

In school this term your child \_\_\_\_\_ will take part in the following group work/intervention (highlighted appropriately) with \_\_\_\_\_.

These groups usually take place within the classroom unless a quieter space is needed.

<b>Group/Intervention</b>	<b>Description</b>	<b>Frequency</b>
Phonics Group	To consolidate phonic knowledge	daily
Reading support – 1:1	To develop reading stamina and fluency	2 – 3 times weekly
Reading support – small group	To develop word recognition and comprehension skills	2x weekly
Write from the Start	handwriting pattern program that develops fine motor control	daily
Talk Write Group	To develop writing skills through oral rehearsal	weekly
Basic Skills – number bonds	To consolidate number bonds knowledge	daily
Basic Skills – times tables	To consolidate times tables knowledge	daily
Social Skills Group	To develop social skills	1x weekly
Self Esteem Group	To build self esteem	1x weekly
Fine Motor Skills Group	To develop manual dexterity	2x weekly
Gross motor Skills Group	To build core strength and coordination usually through an extra PE/obstacle course session	2x weekly

Please come and speak to your class teacher or myself if you would like some more information about what happens in the session.

Please be aware these groups can and do change regularly and your child may only take part in a short block for 6 weeks.

Yours sincerely

Angela Dhillon

Inclusion Manager