



## How will my child's special education needs be supported at Webheath?



### All children will have access to the following forms of support

**Nurture** – space available as a drop in at lunchtime and breaktimes with an adult available to provide support and discussion.

**PSHE** – every child has a PSHE lesson once a week.

**Calm spaces** – calm spaces throughout school for children to use if they feel angry, upset, anxious, sad or stressed to regulate, refocus and return to learning. Spaces are in classrooms and other key areas across in school. All children are taught a range of calming strategies that they can use.

**Support for families** – all families can access support from Lisa Sinclair our Family Support Worker.

**Skilled staff** – our staff have had training in trauma informed practices, attachment and supporting children's social and emotional needs. We support children to manage their social and emotional concerns as they arise during the school day through discussion, reflection, modelling and direct teaching. Class teachers and other staff are available to talk through concerns.

**Rapid Phonics/Reading** – A phonics teaching method that is used in Year 2 to support children who have not passed the phonics screening check

**Visual Timetables** – timetable to show visually what is coming up during the day

**Widgit symbols** – Visual representations on displays to support children's learning and understanding of key vocabulary.

### Some children will have a slightly greater need & may be offered the following support (as appropriate)

**Individual Provision Maps** – a personalised plan stating what support is in place to meet specific small steps of progress

**Adaptive sensory aids** – a range of physical aids to support sensory regulation are available for children in the classroom.

**Adaptive teaching aids** – a range of scaffolds to support children to access the curriculum including Now/Next boards, widgit symbols, sentence strips, etc

**Further support for phonics** – Rapid Reading /Phonics, SNIP and Toe by Toe to offer further support for children who are not making progress through the phonics scheme

**Fine motor skills** – Intervention to support fine motor skills for pencil grip and handwriting

**Adaptive physical aids** – Writing slopes, pencil grips, and footrests are available

**Signposting** – Families signposted to local and national support groups

**Highly qualified staff team** – across the staff team there are experts in SALT, Dyslexia, literacy and maths calculations, sensory support. The SENDCo and Pastoral Support Lead are available for appointments to discuss concerns and advise teachers. Both the Headteacher and Deputy Head Teacher are qualified SENDCos and a member of the teaching staff is currently training to be a SENDCo.

**Nessy** – an online dyslexia intervention

**Sensory Circuits** – for children with externally identified sensory and/or gross motor needs.

### A few children have high levels of special educational needs and require highly personalised levels of support

**Education Health Care Needs Assessment** – in collaboration with the family, an EHCNA can be submitted by the SENDCo, to the local authority for extra support and funding for a child

**Education Health Care Plan in school** – once an educational and health care plan has been written by the local authority, the school will put into place the physical and human resources that are needed. Support will be requested for training if needed.

**Sensory Room** - for children who need a sensory space to help regulate their senses, reduce anxiety, and engage in therapeutic activities.

**Bespoke maths and literacy programs** -tailored to meet individual EHCP targeted needs

**Adapted foundation subject curriculum** - tailored to meet individual EHCP targeted needs

**Individual Visual Timetables** – a personalised timetable to show visually what is coming up during the day