



# Special Educational Needs Policy and SEN information report

**December 2021**

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This policy is written in line with the requirements of: -

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Pastoral and Behaviour Policy, Equality Policy, Safeguarding Policy, E- Safety Policy and Supporting Pupils at School with Medical Conditions Policy.

This SEN policy was developed by the SENCO, Headteacher and the SEN Representative from the governing body and parents of children with special educational needs. The policy is available on the school website. The policy will be reviewed annually.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

## **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'  
*SEN Code of Practice (2015, p16)*

### 1 The kinds of special educational need for which provision is made at the school

At Hollingbourne Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum continuum, learning difficulties and behaviour difficulties and pupils with a hearing impairment. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need including pupils with autism or ADHD. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### 2 Information about the policy for identification and assessment of pupils with SEN

At Hollingbourne Primary School we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all the pupils at various points in the year eg Y1 phonics screening, speech link, language link, spelling age, reading age.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are interventions either in a group or 1:1 with a specific focus. This can be a maths, spelling, phonics focus, Toe by Toe for reading. We also support pupils with their well-being and offer social skills groups and Lego Therapy groups. For sensory and physical needs, we offer Clever Fingers and Sensory Circuits. Please see full details of **all interventions** available at Hollingbourne at the end of this document.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Our SENCo also has access to more detailed assessment tools which are used prior to taking a child to LIFT. These include: EVT 2 Expressive Vocab test, BPVS III British Picture Vocab Scale, RAVENS CVS(Vocab scale), RAVENS CPM(progressive matrices- non-verbal) and BOXALL.

We have access to external advisors who are able to use and interpret the aforementioned assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### 3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

#### 3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

*3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs*

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Every pupil in the school has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Hollingbourne Primary School are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

*3c the school's approach to teaching pupils with special educational needs*

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Hollingbourne Primary School the quality of teaching is judged to be *good*.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf)

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT

software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding.'

*3d how the school adapts the curriculum and learning environment for pupils with special educational needs*

At Hollingbourne Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

This has included:

The re-decoration in both Cherry and Beech class and new flooring in Cherry and re-organisation of resources. In addition, new sheds have replaced old ones that store PE equipment. Also, a new trolley has been provided for pupils which offers equipment for activities at play times and lunch times. This is kept in the hall and can be independently accessed by the children. A campfire with a cover has been introduced and is in frequent use, enabling outside learning and skills not experienced in the classroom. The old ICT room has been divided into two, to enable further small group learning to take place, The Headteacher's office has been re-located downstairs, thus improving communication. On-going adaptations have been made to the school during COVID times to ensure the health and safety of all.

Changes to the curriculum have included additions to class planning which includes careful skill and knowledge development for all areas of the curriculum studies. The school have purchased **Purple Mash** which is accessed online. It offers resources, activities and planning for all subjects across all age ranges. It can be accessed online by teachers and all pupils to engage in. It can also be used for home learning when teachers use Microsoft Teams during this pandemic time.

In addition, the school has also purchased **Sir Linkalot**, an on-line spelling resource. It is described as: *'revolutionising how children learn the key elements of literacy: spelling common exception words; homophones, vocabulary, punctuation, grammar, rules, patterns and etymology. A game-changer for dyslexics.'*

We also have improved links with **parents and the community** through communication on **Microsoft Teams** since the beginning of the COVID outbreak. The i-pads for staff and children's use have enhanced the teaching and use of IT spanning all areas of the curriculum. They have also proved hugely beneficial for pupils who have struggled physically with writing eg when a child broke their arm. It is hoped that further i-pads or laptops will be purchased in the near future. Parents also can communicate via Twitter and e-mail via our website.

Training for staff has included: safeguarding updates, PREVENT training and hearing impairment training from the specialist teaching service. In addition, individual staff have attended courses and training which is always cascaded to other members of staff. This has included courses on: Dyslexia, ADHD, Clever Fingers and Well-being first aid, Lego Therapy and Sensory Circuits and sensory regulation. The SENCO has attended the following training: Language for Learning, Drawing and Talking therapy, ASD and ADHD Awareness, Dyslexia friendly classrooms, selective mutism, Boxall Profile training, sensory processing difficulties, speech sound production and refusers to returners training.

Governors meet regularly and identify that the following aspects of the school need to be improved. This is part of our School Improvement Plan (SIP). With regards to SEN, the SENCo attends SEN updates regularly throughout the year.

*3e additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer follows this policy. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. This is referred to as High Needs Funding top up and schools can make an application for this on an individual pupil basis.

*3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to pupils at Hollingbourne Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

*3g support that is available for improving the emotional and social development of pupils with special educational needs*

At Hollingbourne Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance lessons and assemblies around Growth Mind

Set. Hollingbourne have embedded this into every child's school day. Acknowledgement of positive behaviours are encouraged, noted and rewarded both within a working day and at social times. Similarly, these skills are taught indirectly with every conversation adults may have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. access to counsellor, mentor time with TAs, SENCO or a member of senior leadership team, external referral to CAMHs, time-out space for pupil to use when upset or agitated etc.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

#### 4 The name and contact details of the SEN Co-ordinator

The SENCO at Hollingbourne Primary School is Miss Zoe Wright, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She currently works in school on Tuesdays and Wednesdays but can be reached via e-mail at other times.

Zoe Wright is available on 01622 880270 or [zwright@hollingbourne.kent.sch.uk](mailto:zwright@hollingbourne.kent.sch.uk).

#### 5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have received training which includes: safeguarding updates, on line PREVENT training and hearing impairment training from the specialist teaching service. In addition, specific staff have attended courses and training including: Dyslexia, ADHD, Clever Fingers and Well-being first aid, Lego Therapy and Sensory Circuits and sensory regulation.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Five Acre wood, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists and courses can be accessed via the Education People website. The cost of training is covered by the notional SEN funding.

#### 6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.



7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Hollingbourne Primary School are invited to discuss the progress of their children on 3 occasions a year and receive a written report at the end of the year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and progress will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Hollingbourne Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it

remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN/Educational Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg SENCO forum and LIFT.

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

E-mail: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Hollingbourne Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Eg Nursery and individual home visits take place in the summer term before EYFS pupils join us at Hollingbourne.

Similarly, the transition from Hollingbourne to secondary settings is equally managed effectively through school visits and representatives from the secondary schools visiting us. For pupils with SEN the SENCo liaises closely with the secondary SENCOs to ensure all information and current support is forwarded to them.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on .....

Next review on December 2021

**\*\*Please Scroll Down to View Intervention Details. \*\***

## Interventions

in an addition to high quality teaching, differentiated for individual pupils



### *Cognition and learning*

#### ADDITIONAL READING SUPPORT (GROUP or 1:1)

**Description:** Additional reading support in specific areas identified by the Class teacher in both the mechanic of reading and comprehension of text.

**Used for needs arising from:** a need to bridge a gap and enhance progress in reading skills

**Frequency:** 2+ times a week

#### AUDITORY/VERBAL MEMORY SKILLS

**Description:** Very small group or individual intervention to practice listening and remembering skills carried out through a range of games and activities.

*Auditory/Verbal training activities include:*

- **Auditory Memory Skills** by Mark and Katy Hill- activities using the book
- **I went to the supermarket**- Pupils has to repeat back sentences of increasing length and complexity.
- **Find the changed or missing word**- pupil to identify the change.
- **What's their job**- pupil to recall
- **Word repetition**- pupil to repeat in the correct order.
- **Letter Name Repetition**- as word but with letter names.
- **Digit repetition**- as above

**Used for needs arising from:**  
Memory Magic measuring Auditory Verbal Memory.  
Class Teacher observations.

**Frequency:** 2+ times a week, 1:1

## VISUAL MEMORY SKILLS

### **Description:**

Very small group or individual intervention to practice listening and remembering skills carried out through a range of games and activities.

*Auditory/Verbal training activities include:*

- **Visual Memory Skills** by Mark and Katy Hill- activities using the book.
- **Activities and games such as:** find the missing part, what's wrong here?, Kim's game, symbols, who lives here? Pelmanism ( to remember where the other pair is), card games (Snap, Happy Families)

**Used for needs arising from:** Memory Magic assessment measuring poor visual memory or visual processing.

Class Teacher observations. A child may lack the ability to:

- discriminate dominant features of an object (**visual discrimination**)
- perceive positions of objects in relation to other objects (**spatial relationships**, such as figure reversals or rotations),
- recognise an object or item shortly after it has been removed. (**visual memory**)
- identify an object when there is a complex background or with surrounding objects. (**Figure-ground**)
- the ability to identify a whole figure when pieces are missing. (**Visual closure**)

**Frequency:** 2-3 times a week

## PHONICS

**Description:** Using Letters and Sounds, to support pupils with the gaps in their reading and spelling using phonics and learning 'tricky words'.

Where this approach proves ineffective, individuals will be introduced to precision teaching methods or to the Toe by Toe programme. Precision teaching is a structured teaching method that is designed to improve the accuracy and fluency of reading and spelling. It is fast paced and repetitive. Toe by Toe is a highly structured phonics based manual for weak readers who struggle to decode.

**Used for needs arising from:** assessments from Phonics Screening and Class Teacher identifying gaps in children's reading and spelling of phonics.

**Frequency:** 2+ times a week. Small groups.

Precision teaching and Toe by Toe 3+ times weekly

## POWER OF TWO

**Description:** *Power of 2* enables children to make progress with their *maths*. The book is a highly structured coaching manual and it teaches all the mental *maths* required by the new *Mathematics* Curriculum, and through its use enables pupils to access the full *maths* curriculum. It has a repeated learning approach to help cement and consolidate learning of key maths skills focusing on the main operations

**Used for needs arising from:** maths assessments made by the CT and where gaps in learning and understanding have been identified.

**Frequency:** 1:1, 3+ times a week.

**Frequency:** 3+ times a week, during registration time or as a separate intervention.

## *Communication and interaction*

### SPEECH LINK and LANGUAGE LINK

**Description:** Speech Link and language link are an online resource package that provides printable resources and on-line activities. It enables staff to support with pupils who struggle with common speech sounds and language difficulties. The resources support articulation and language misconceptions. The assessment tools also identifies pupils who have needs that may require Speech Therapy intervention and language assessment.

**Used for needs arising from:** Class Teacher identifies needs and/ or parents.

**Frequency:** 1:1 and small group 2+ times a week.

## *Social, emotional and mental health*

### COMIC STRIP CONVERSATIONS

**Description:** an activity used to teach social understanding. Conversation can be used to clarify a misunderstanding – it can show what was said and thought by the student and can also show the thoughts of others. A Comic Strip Conversation is a conversation between 2 or more people using simple drawings. This slows the conversation, allows you to forensically find out what was said and thought in a situation that caused a problem. It helps to

communicate their feelings and perception of a situation. Drawing the story of something that has happened rather than being asked lots of questions. Once a recount has been explored it is beneficial to change the ending with the child. 'How could things have gone differently?'

**Used for needs arising from:** a conflict between two or more pupils and a comic strip can help to reflect and resolve a situation. Situations identified by mid-day supervisors, TAs or Class Teacher.

**Frequency:** When required.

## DRAWING and TALKING

**Description:** Drawing and Talking is a safe and easy drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. Drawing and Talking therapy supports those who are not realising their full potential either socially or academically. The children set the pace and the subject matter for their drawings and discussions that are adult led come from these drawings.

**Used for needs arising from:** SEMH needs

**Frequency:** 30 minutes once a week 1:1 for 12 weeks.

## LEGO THERAPY

**Description:** a fun-based activity to enhance social communication skills including: turn taking, patience, tolerance of another's view, sharing, conversation, team work, shared attention, listening skills, following instructions and problem solving. Three children are each assigned a different role each week: engineer, supplier and builder. These roles are clearly defined, and the children adhere to the rules of the game. Together, over several week they construct a toy using the manual provided.

**Used for needs arising from:** pupils who have been identified by their Class teacher as benefitting from this intervention.

**Frequency:** 1:3 once a week

## SOCIAL SKILLS

**Description:** Games and Activities that support specific social interactions and communications.

**Used for needs arising from:** Identified by the Class Teacher.

**Frequency:** 1:1 once a week

## *Physical and sensory*

## SENSORY CIRCUITS

**Description:** *Sensory Circuits* provides a sequence of activities done repeatedly to provide the child with the right type of **sensory** input in order to calm and organise them for the day ahead ready for learning to occur. It benefits a range of pupils. Each session is divided into three sections: Alerting activity, organising and calming.

**Used for needs arising from:** Class Teacher identifying children who lack concentration, are lethargic, fidgety, lack co-ordination or balance, struggle with fine or gross motor skills. Similarly, children who lack confidence or who have a low self-esteem.

**Frequency:** 3+ times a week. Small group.

## CLEVER FINGERS

**Description:** An intervention programme to help children develop fine motor skills, hand-eye co-ordination and control. We have a box of varied, practical activities which rehearse skills in threading, cutting, manipulation etc.

**Used for needs arising from:** weak fine motor skills noted by the class teacher, community paediatrician or OT.

**Frequency:** 3+ times a week, during registration time or as a separate intervention.

## CLICKER and other assistive technology

**Description:** Clicker is a literacy support tool. It is a word processor designed to make reading more appealing to pupils. It incorporates visuals, predicts words and reads back what you have written. It also allows teachers to create word banks and provide scaffolded support to those who find writing more of a struggle.



**Used for needs arising from:** difficulty writing due to developmental difficulties, dyslexia or language disorders.

**Frequency:** once taught the software, pupils can access it in lessons when required.

## **REVIEW OF INTERVENTIONS**

- Assessment tools and Class Teacher assessment and observations are used to identify specific needs before starting an intervention.
- Achievable targets are set, based on these assessments.
- Progress is monitored (assessments re-visited).

All Interventions are recorded on Class Provision Maps and Individual Plans, if required.