



Airedale Junior School

Provision across school for children with Special Education Needs and Disabilities

Area of Special Educational Need	Relating to difficulties with:	Wave 1 - All pupils where appropriate	Wave 2 -Pupil Interventions	Wave 3 - Pupils at SEN Support/EHCP
<p>Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention/Interaction Skills: May</p> <ul style="list-style-type: none"> . have difficulties ignoring distractions. . have difficulty attending in whole class. . have peer relationship difficulties. . not be able to initiate or maintain a conversation. <p>Understanding/Receptive Language: May</p> <ul style="list-style-type: none"> . have frequent misunderstandings. <p>Speech/Expressive Language: May</p>	<p>May</p> <ul style="list-style-type: none"> . need reminders to keep attention. . need regular prompts to stay on task. . need individualised motivation in order to complete tasks. . need differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. . need visual support to understand or process spoken language. . need repetition of 	<p>Specific teaching of individual targets.</p> <p>In class support from CSA with some focus on supporting speech and language.</p> <p>Social skills group.</p> <p>Speaking and listening groups.</p>	<p>Speech and Language support from SALT, followed up in school with an individualised Speech and Language programme.</p> <p>Specific teaching of individual targets.</p> <p>Input and support from Communication, Interaction and Access Team.</p> <p>Individual visual timetables.</p> <p>Use of symbols.</p> <p>Individual visual prompts.</p>

	<ul style="list-style-type: none"> . use simplified language and limited vocabulary. . ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. . grammar/phonological awareness still fairly poor and therefore, their literacy can be affected. <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>language and some basic language needs to be used to aid their understanding.</p> <ul style="list-style-type: none"> . need augmented communication systems. . need increased visual aids/modelling etc . need a visual timetable. . need structured school and class routines. . need general group work. . need Circle time. 		
<p>Cognition and Learning</p>	<p>May have difficulties with the skills needed for the effective learning such as use of:</p> <ul style="list-style-type: none"> . Language, memory and reasoning skills . Sequencing and organisational skills 	<ul style="list-style-type: none"> . Differentiated curriculum planning, activities, delivery, support and outcomes. . Increased visual aids/modelling, use of IWBs etc. 	<p>Specific teaching of support plan targets targets. In class support from CSA in English and maths and in other</p>	<p>Small group or individualised English or maths support. Specific teaching of individual targets. Visual timetable.</p>

	<ul style="list-style-type: none"> · An understanding of number · Problem-solving and concept development skills · Fine and gross motor skills · Independent learning skills · Exercising choice · Decision making · Information processing. <p>Children may have a specific learning difficulty such as dyslexia, dyscalculia and dyspraxia.</p>	<ul style="list-style-type: none"> . Illustrated dictionaries. . Use of writing frames. . ICT supported learning i.e. Mathletics, (Y5/6). . In class support from CSAs. . Focussed group work with teachers and CSAs e.g. guided reading. 	<p>curriculum areas where necessary.</p> <p>Individual daily reading with CSA.</p> <p>Additional phonics support with CSA.</p> <p>Small/Booster group teaching of basic English/maths skills, with teacher.</p> <p>Accelerated Reading.</p>	<p>Highly differentiated teaching e.g. Rainbow words.</p> <p>Small group/1:1 Read Write Inc.</p> <p>Fresh Start.</p> <p>1:1 reading with teacher/CSA.</p> <p>Input and support from Learning Support Services.</p>
<p>Social, Emotional and Mental Health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> · Social isolation · Behaviour difficulties · Attention difficulties (ADHD) · Anxiety and depression · Attachment disorders · Low self-esteem · Issues with self-image 	<ul style="list-style-type: none"> . Whole school behaviour policy. . Whole school Restorative Practice system. . Whole school class rules. . Class reward and sanctions systems. . Co-operative learning strategies 	<p>Specific teaching of individual targets.</p> <p>Small group circle time.</p> <p>School/class reward system.</p> <p>Support for unstructured times e.g. playtimes.</p>	<p>Specific teaching of individual targets.</p> <p>Individual behaviour plans.</p> <p>Individual counselling.</p> <p>Individual reward system.</p> <p>Social skills training.</p> <p>Support from Education</p>

		<p>e.g. Kagan.</p> <ul style="list-style-type: none"> . Involvement of lunchtime supervisors in behaviour programme. . Whole school reward system. . Whole school weekly SEAL focus e.g. assembly. . Whole school ongoing SEAL focus. . Daily reflection time. 	<p>Individual counselling or small group work.</p> <p>Mentor for anger management.</p> <p>Nurture groups.</p> <p>Learning Mentor support (group or individual).</p>	<p>Psychology Service.</p> <p>CFIT worker.</p> <p>Support from Social Emotional and Mental health Team.</p> <p>Nurture groups.</p> <p>Bespoke nurture sessions.</p> <p>Individual behaviour support.</p> <p>Parent Support Advisor.</p>
<p>Sensory and/or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> . Specific medical conditions . Gross/fine motor skills . Visual/hearing impairment . Accessing the curriculum without adaptation . Physically accessing the building or equipment . Over sensitivity to noise/smells/light/touch/taste . 	<ul style="list-style-type: none"> . Drinking water available at all time. . PE type equipment available for use at playtime/lunch time. . At least one hour of physical activity each week. . Staff aware of implications of physical impairment. . Medical support. 	<p>Specific teaching of individual targets.</p> <p>Additional ICT keyboard support as necessary.</p> <p>Additional handwriting practice.</p> <p>Specific seating arrangements.</p>	<p>Specific individual medical plan.</p> <p>Specific teaching of individual targets.</p> <p>Individual support in class e.g. during PE.</p> <p>Specific seating arrangements for visually/hearing impaired pupils.</p> <p>Fine/Gross motor skills for small</p>

	<p>Toileting/self-care</p>	<ul style="list-style-type: none"> . Specific seating arrangements. . Annual training for staff from school nursing service. 		<p>group/individual e.g. Fit to Learn. Speed Up. Teodorescu Percepto. Touch typing. Individual resources e.g. sloping desk, wedge cushion, scissors, triangular pencil, ear defenders. Input and support from Communication Interaction and Access Team. Input and Support from Visual/Hearing Support Team. Individual physiotherapy and occupational therapy advice and support.</p>
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