



*Welcome to the Inclusion  
and SEND Team*



## **Inclusion Manager / SENCO / Designated Teacher for Looked After Children / Senior Management:**

### **Mrs Diane Cook**

Working as part of the Senior Management I work closely with all staff in school, parents, outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs and English as an Additional Language. Support is available through:

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties and pupils with English as an additional language
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language Therapist and Specialist Teacher Advisors in the City
- Nurture Lead



## **Admin Support to Inclusion Team:**

### **Mrs Natalie Lewis**

Supporting the team with a wide range of administrative tasks including data input, coordinating referrals and assisting the SENCo in the smooth running of intervention implementation. This also includes:

- Supporting the Inclusion Manager / SENCo and Inclusion Team in administrative tasks where required
- Organising and sharing of information between parents / SENCO / Class Teachers



## **Attendance Officer / Medical Manager:**

### **Ms Teresa Campbell**

I Work closely with all staff in School, the School Nurse, parents/carers and a range of outside agencies throughout the city to support all pupils health and medical needs within school. The Attendance Officer is here to monitor and track attendance of pupils throughout the school. Accessing learning is vital to your child's education and therefore we have a duty to work with parents to ensure attendance is kept above the 95% limit.

This support includes:

- I am available to meet with parents/carers to discuss their concerns within a confidential environment regarding home / family and medical issues
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- Arranging School nurse and Community Asthma nurse' drop ins' for parents/carers
- Administering medication including asthma inhalers or train staff to do so. Liaise with the School nurse, parents and staff and provide support in writing care plans for pupils with more complex medical needs
- Daily monitoring and tracking of individual pupils who arrive late or do not attend school
- Contacting parents to discuss concerns and how best we can support them
- Liaison with the Local Authority Attendance officers.
- Setting up and delivering attendance rewards, motivators and programmes



## Pastoral Team:

Ms Heather / Miss Cutler / Miss Wells

Mr Chapman / Mr Denford



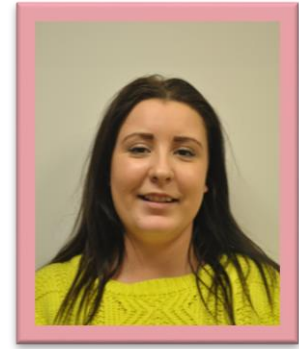
Our Pastoral Support Workers are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Inclusion Support Worker may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including: Social Services and the Police
- Signpost families to other relevant services
- Delivery of ELSA (Emotional Literacy Support) usually session run over a period of eight weeks
- Supporting parents with behaviour management
- Budgeting, finances, attendance and menu planning
- Supporting parents to gain access to learning
- Helping parents seek out resources and activities in the area / giving non-judgemental advice and support





## The Hive Nurture Group



**Nurture Practitioner:**  
**Miss Tiller**

**Nurture Assistant:**  
**Miss Chester**

The Hive is a small group provision set up to provide a secure, safe learning environment for pupils who may have various social and emotional needs. It is considered to be a mixture of home and school. Groups consist of between four and six and sessions range from 1-1.5 hrs from 1 to 3 times a week. The Nurture group team (lead by the Inclusion Manager / SENCo) work very closely with all relevant staff and parents in order to achieve the very best possible outcome for our children.

All sessions are planned and incorporate the learning needs of the individual children as well as addressing their very individual social and emotional needs, all of which are also identified and addressed through the use of Individual Education Plans (IEP's).

**The Hive's six main principles include:**

- **The children's learning is understood:** Done through working on co-operative play and work using planning that is appropriate to the individual needs
- **The classroom offers a safe base:** Where they can learn to build good consistent secure relationships with peers and staff in a calm caring environment with clear boundaries
- **Nurture values the importance for the development of well-being:** Time is given to talk about their experiences and explore their feelings
- **Language is a vital form of communication:** Through circle times and play, time is given for them to explore their and expand their vocabulary
- **We understand that all behaviour is a form of communication:** Children are given opportunities to explore different ways of managing their own behaviours and consider different ways of expressing themselves
- **We recognise the importance of transition in children's lives:** Work is done to support children in times of transition, whether it be in home life or school.





**Speech Therapist:  
Mrs Done**

We have recently been lucky enough to be able to commission our Speech Therapist to work with us 1.5 days a week which is already proving to be instrumental in ensuring we are able to address individual pupil needs swiftly and effectively. Some of the responsibilities include:

- Working closely with the school SENCo and a range of other outside agencies
- Liaising with relevant school staff and parents / carers
- Completing pupil observations
- Completing pupil assessments
- Implementing some programmes (as needed)
- The setting up and implementation (if required) of both Commissioned and NHS Speech and Language programmes according to pupils individual needs
- Ensuring relevant staff training and resources are in place in order for staff to fully meet the pupils needs in class and when delivering programmes for pupils on a 1:1 or small group
- Making referrals to the NHS Speech Therapist if felt necessary
- Tracking the impact of programmes set up

## Every Child a Reader Programme (ECAR)

This is a programme delivered by two very experienced teachers (Mrs Meggison & Miss Heath) to close the attainment gap for some of our children who struggle with reading and writing. This usually happens in years 1 & 2 however, we can we can also use it Yrs 3, 4 & 5.



**Mrs Meggison**

The programme takes place on a daily basis for up to 30 minutes every day and is taught on a 'one to one' basis for a period of time until the reading 'gap' is closed.



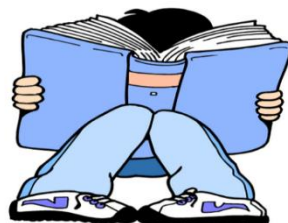
**Miss Heath**

### **The Family Fischer Trust (FFT):**

A Reading and Writing Recovery programme that is delivered in a daily 20 minute session on a 'one to one' for a maximum of 100 sessions or until the reading and writing gap is closed. It is aimed to support those pupils identified as not making expected progress in reading and writing. (As identified by the SENCo, ECAR teacher and Class Teacher).

- Continuous assessment of pupils and delivery of the programme according to the FFT Wave 3 intervention guidelines
- Ensure pupils participate fully in the programme each day
- Work closely with the SENCo, ECAR and Class Teacher ensuring difficulties identified are addressed and new strategies learnt are put into practice within the class.
- Feedback to parents and support strategies given
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**The results are fantastic!**



## Other interventions currently running within

### Arundel Court include:

- **Better Reading:**  
This is a 3 x weekly 20 minute session working on a 'on to one' basis with a Teaching Assistant over a ten week period
- **Rapid Writing:**  
A 4 x weekly programme that helps to motivate and develop pupil writing skills. This is generally delivered by a trained TA. The programme is particularly good for Key stage 2 pupils
- **Literacy and Numeracy Precision Teaching:**  
This is a daily 10 minute intervention run by the class Teaching Assistant can be used to address an individual's particular area of need in either Maths or Literacy
- **BEAM:**  
A 2/3 times weekly 15 minute programme which is mainly delivered to Foundation Stage pupils and delivered by the class Teaching Assistant. This programme can help to improve pupils Fine and Gross motor development.

Within school we have at least one Teaching Assistant based within each class and some additional TA's who may work on a 1:1 basis supporting those pupils with Special Educational Needs and/or Disability.

The school also makes use of the NHS 'Children's Therapy Resource Pack' which allows the SENCo to identify areas of need through assessment and then put into place interventions appropriate to their identified needs before resorting to referring to a Specialist. However, should the need still require further input after running interventions then a referral would be made to the appropriate agency.





Teamwork

High Expectations

Respect

Independence

Safe

Included

*Should you have any concerns or questions about your child relating to any of the above and would like to know what support we can give please contact the front office or speak to your child's class teacher who will let the appropriate member of staff know.*

*You can also access more information about what the school has to offer by reading through our schools 'SEND Information Report' which can be located on the school website at:*

[www.arundelcourt.com](http://www.arundelcourt.com)

Updated: May 2017

# SEND Information Report

For: Special Educational Needs and Disability

