



# *Welcome to the Inclusion and SEND Team*





**Head of Inclusion / 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 Le



Pastoral Team:

**Ms Heather / Miss Cutler / Miss Wells**

**Mr Chapman**

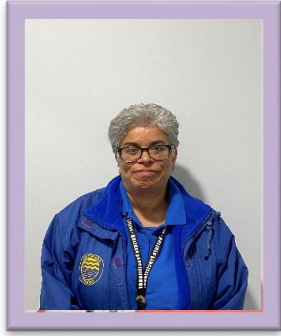


Our Pastoral Support Workers are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- 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:**

**Mr Cook & Skye**

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 Head of Inclusion / 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





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: September 2020

# SEND INFORMATION REPORT

FOR Special Educational Needs and Disability

1. An Introduction

2. 'Areas of Need' Explained

3. The 'Waves' of intervention available at Arundel Court

4. Commonly Asked Questions

5. Your SENCO

6. Pastoral Team

7. Medical Support



8. Speech and Language Support

9. Current Interventions in place at Arundel Court

10. Current Outside agency involvement

11. Portsmouth Local Offer