

Scotch Orchard Inclusion News

Autumn 1 2022



Welcome back to another exciting school year at Scotch Orchard Primary School.

We strongly believe that we are an inclusive school, which has an immersive environment for all our pupils regardless of ability or need.

We value the individuality of all of our children. We are committed to giving every child the opportunity to achieve their fullest potential and fulfill their dreams.

Should you have any concerns about your child's progress or wellbeing at anytime, please contact their class teacher to discuss this further.



Coffee mornings



In the new academic year we will be launching termly coffee mornings for our parents of pupils with additional needs.

We hope that it will provide an opportunity to meet and chat with other parents over a drink and biscuits.

The coffee mornings will be held at 9am-10am on the following dates - we can't wait to see you there!

5.10.22, 25.1.23 and 3.5.23

Looking for more information?

Staffordshire's Local Offer in place to support all families with any SENDs advise and can be found on the following this link:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/home_page

You can find out more about Scotch Orchard's approach to supporting additional needs within the school SEN information report on our school website.



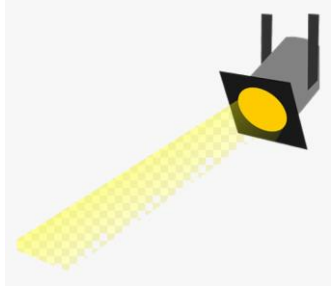
<https://scotchorchard.staffs.sch.uk/files/2022/02/Scotch-Orchard-SEND-Policy-February-2022->

SEND Glossary

SEN - Special Educational Needs

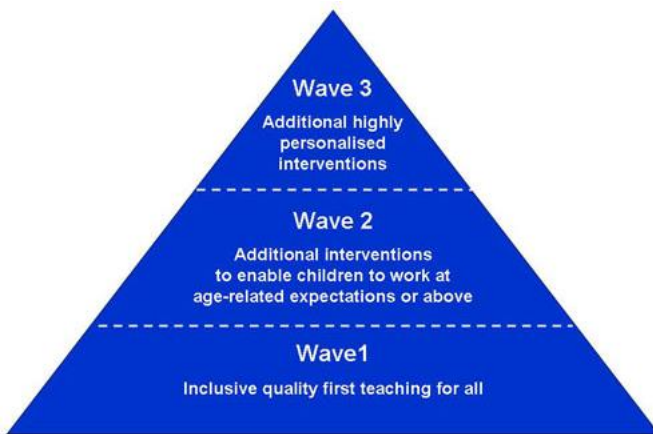
SEND - Special Educational Needs and Disabilities

Spotlight on... the graduated approach



In line with the SEN Code of Practice, schools are required to provide a graduated response to additional needs.

There are different layers of support that the school uses to ensure pupils are able to make academic, personal, social and emotional progress.



1. Also known as 'Quality First Teaching' QFT. This is the use of a range of teaching and learning strategies used in class that leads to pupil progress for the majority of learners.
2. Additional interventions or booster sessions for small groups of learners to support pupils' progress.
3. Additional interventions for individual learners and/or the involvement of external agencies (i.e an educational psychologist, speech therapist etc) to support pupils' progress.

At Scotch Orchard, any child who is identified as needing additional provision is recorded as part of the SEND register. This is to ensure we can monitor their individual needs and review the provision in place. Class teachers will formally meet with the SENDCo every term to review each child and this will further be discussed with parents at parents' evening.

Each child's strengths, interests, needs and strategies which are helpful to support them are recorded within a single page profile. If the pupil needs additional targets to support their progress, these will be recorded within a personal learning plan. Teacher's will review these together with parents at least 3 times per year.

David's One Page Profile

My strengths, talents and interests

- 1. I have a wonderful voice and clearly enjoy to perform.
- 2. I like to use play dough.
- 3. I like to use scissors.
- 4. I love to read and write.
- 5. I have made some personal cards and I love writing.
- 6. I can use the toilet by myself.
- 7. I like to eat biscuits and have lots of drinks during the day.

Important things to know about me

- 1. I have a diagnosis of autism and am known to Mark HR from the Birmingham CVT team.
- 2. My family are from Poland and speak Polish to me as well as English.
- 3. I am receiving private speech therapy.
- 4. I like to run and read an adult to hear him to ensure I am safe.

How you can support and communicate with me

- 1. I find it tricky to use language to communicate - I can use pictures to show you what I would like i.e. toilet, drink.
- 2. I am working hard to use expressive language - stop single words for me to repeat? i.e. drink.

Encourage me to show you what I would like - ask me 'David wants...'

If I climb use the words 'lean please'

If you need me to stop an activity use the words 'Timed out' and use a hand signal - cross your hands of the wrists

To gain my attention take my hands and place them on what you would like me to focus on

Personalised Learning Plan

Date	Assess Area of development	Plan Desired outcome- What I will be able to do	Do Provision - Frequency and Duration	Review Date:
4.6.22	Cognition and learning: number	I can see the numbers to be under on 4/5 tries	Show David 5 5 flash cards and sing counting songs. 5 minutes per day during maths provision time. 1:1 with Mrs Spence	
4.6.22	Cognition and learning: Letters and sounds	I can say all of the letter sounds that make up my name: d a v i d	Flash cards to match letters to name. Practice reciting each letter to the TA 3 times per week during registration time.	
4.6.22	Communication and interaction: Attention and listening	I can sit on my carpet square for 3 minutes during story time 3/5 tries in a week	Carpet square with a photo of David showing desired sitting behaviours. Mrs Spence need to target square which adult turns for him. Interest board to be taken to carpet to encourage him to sit. Carpet square placed in same space at back of the group. TA to sit next to David to praise good sitting and remind/refocus sitting behaviours. Good role models of sitting asked to sit next to and in front of David.	