

What are the different types of support that may be available for children at Roundwood Primary School ?

Area of needs	Universal Approach (Available to all pupils)	Support and interventions for pupils with additional needs (including those identified as SEND support)
Social, emotional and mental health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A nurturing and supportive learning environment • Circle time/ PSHE curriculum • Top Banana assemblies • Play leaders • House points • Consistent approach to deescalating behaviour following the Hertfordshire Steps approach • Clubs that respond to children's needs, e.g. Mindfulness, Yoga 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from agencies • Adaptations to the curriculum • Support to build relationships and engage with family and peers • Outreach support from specialist agencies including mentors, therapists and counsellors • Good news books to share between home and school • ECAF • Social skills groups • Transition support in preparation for new class or new school • Home-school contact book • Named key worker in school • Behaviour support plan • Personalised reward charts • Time away system to support pupils who may benefit from some time away from the classroom • Regular 'check-ins' with named adult or class teacher • Lunchtime 'break out' club during the second half of lunchtime for Key Stage 2 pupils • Bright Stars
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language • Increased visual aids/modelling etc • Visual timetables • Structured school and class routines • Training for staff to meet the diversity of communication and language skills • Strong emphasis on speaking and listening • Access to apparatus to support learning 	<ul style="list-style-type: none"> • Small group phonics support • Speech and language support; 1:1 speech therapist and/or TA delivered speech therapist devised programme • Support from Communication and Autism Team • Use of social stories • Additional transition support • Use of 'Now' and 'Next' boards
Cognition and Learning	<ul style="list-style-type: none"> • High expectations of children and appropriate challenge 	<ul style="list-style-type: none"> • Learning Support Plan • Phonics support in small groups

	<p>for all</p> <ul style="list-style-type: none"> • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in learning – children involved in the process and given time to respond • Time to talk things through with a partner before feeding back to the class/group • Access to computers/iPads to help reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals • Multisensory learning approach • Numicon and concrete mats activities • Differentiated teaching, including questioning • Differentiated curriculum planning, activities, delivery and outcome • Visual timetables • Structured school and class routines • Dyslexia friendly classrooms • Success criteria displayed during lessons 	<p>or 1:1</p> <ul style="list-style-type: none"> • Additional maths support • Additional individual reading • Access to small group work and/or interventions • Additional in class support • Use of ICT – Clicker 4; Read, Write, Gold. • Numbershark and Wordshark • Touch typing programme • Differentiated or individualised spellings • Advice/strategies from Specific Learning Difficulties Base • Pre-teaching of vocabulary and content • Reading with Lottie the ‘reading dog’
<p>Sensory and physical needs</p>	<ul style="list-style-type: none"> • Staff aware of implications of physical impairments • Seating position within the classroom • A multi-sensory teaching approach 	<ul style="list-style-type: none"> • Resourcing such as pencil grips, writing slopes, fidget cushions and toys • Focussed support in class • Sensory and physical small group sessions, e.g. additional handwriting practice; gross/fine motor skills groups • Reasonable adjustments to environment to support access • Occupational therapist and Physiotherapist advice • Access to external advice and assessment