

Additional Educational Needs (AEN)

All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

Below is a list of some of the regular interventions run to support those children with additional education needs. This is not an exhaustive list and interventions are adapted, added and changed according to individual needs.



Speech and Language

Speech Link used to identify and support children with developmental speech sound difficulties. It is used to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Suitable for children aged 4 to 8 years, Speech Link helps demystify speech work and helps support staff work effectively with children's common speech sound errors.

Infant Language Link is an online package used to identify and support children with mild to moderate SLCN and those new to English. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with our local Speech and Language Therapy team. Suitable for children aged 4 to 8 years.

EAL - English as an Additional Language

Support is designed for pupils who have a first language other than English and may need further intervention with their English language understanding in order to aid their academic development.

Nessy

Nessy is based upon the Science of Reading. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. Nessy is used to support individuals as and when needed.





Lexia

Like Nessy Lexia is built upon the science of reading and structured literacy. It delivers systematic and explicit instruction learners need to truly comprehend, retain, and apply literacy foundations. students, helping them build connections that lead to trust.

Toe by Toe

This is a highly structured multi-sensory, individual reading programme, specially designed for children diagnosed as having specific learning difficulties and is helpful in improving pupils decoding skills. Ten minute sessions take place two or three times weekly.

Plus One/ Power of Two

These maths-based programmes are great for one-to-one support as they teach all the building blocks of numbers. Plus One focuses on: - Counting backwards and forwards - Adding and subtracting up to 10 - Introduction to doubling and halving. Power of 2 focuses on: - Number bonds to 10 - Doubling, halving - Addition and subtraction - Rounding, multiplying, dividing - Fractions and worded problems - Mental maths. Pupils are selected to follow these programmes and it is done two or three times a week.



Fine motor skills

Clever Fingers programmes are used together with scissor skill activities. Fine motor skills are vital to the development of many competencies in young children. Activities are divided into sections focusing on warming up, hand and finger strength, manipulation and hand-eye co-ordination. In addition, the sessions include early pattern and letter writing skills.

BEAM

BEAM is a balance, education and movement programme which is split into three blocks of graded activities, where the emphasis is on achievement and fun. It is a schools-based programme developed by qualified physiotherapists in Kent. All children in reception start their PE sessions by engaging in the BEAM programme.



Sensory Circuits

The Sensory Circuits programme has been devised by Occupational Therapists to provide regular controlled input to specific sensory motor systems. Pupils identified with behavioural needs such as fidgeting, poor concentration, and difficulty in connecting with their learning, can be energised or settled by an individual circuit of activities and equipment, promoting physical, social and emotional development. Daily sensory circuit sessions are delivered by Mrs Witt Morris and Mrs Witt.

Emotional support

This intervention is accessible to all pupils who may be experiencing difficulty with some aspects of home/school life e.g. a family circumstance which may impact on their school life. Specific sessions are delivered by Mrs Rawlinson Rowbotham including **Drawing and Talking Therapy, ELSA and Lego Therapy.**

ELSA

ELSA stands for Emotional Literacy Support Assistant. An ELSA is a teaching assistant who has had specialised training from educational psychologists. We as a school recognise that children learn better and are more content when their emotional needs are being addressed. The ELSA's role is to support children and young people in school to understand and regulate their own emotions whilst respecting the feelings of those around them.

In ELSA we aim to provide support for a wide range of emotional needs:

Recognising emotions

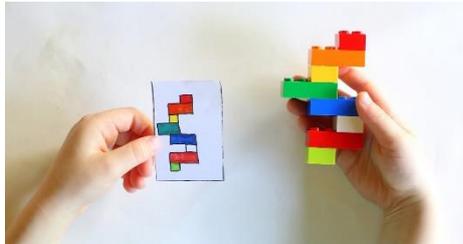
Self-esteem

Social skills

Friendship skills

Anger Management

Loss and Bereavement



Social and Friendship Skills

Lego Therapy is designed for pupils who display behaviour associated with Social Communication Difficulties. In working together as a team to assemble lego models, the pupils practise and develop their verbal and non-verbal communication.

If you have any questions about any interventions relating to your child please speak to the class teacher or the SENCO.