



Special Educational Needs Menu of Support

A Guide to the Special Educational Needs & Disabilities (SEND) provision at the Havelock Schools.

Havelock use the SEN Code of Practice that was introduced by the coalition government in January 2015 to provide educational settings with update legislation principles from the children's and families act 2014.

What Special Educational Needs means?

The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age and requires additional support. Many children will have special needs of some kind at some time during their education.

Help will usually be provided by the school, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Following the school behaviour expectations in school.
- Organising themselves, routines.
- Sensory or physical needs which may affect them in school.

Aims

At the Havelock Schools we are committed to supporting specific needs of children with additional needs while ensuring high quality provision for all pupils.



Who does it include?

If your child is underachieving or demonstrating difficulties in learning, we support them further through either individual strategies or in a small group. If your child has received additional support in another school we will liaise with the previous school and you prior to the child starting at the school to ensure that reasonable adjustments are in place to meet their individual needs.

How will I know if my child has additional needs?



What programmes can the Havelock Schools offer my child with additional needs?

– Building Cognitive Skills –

What support is available in school?

Quality First Teaching: the Governors, Executive Head Teacher and all staff at Havelock Infant and Junior school are committed to ensuring that all children experience high quality teaching from Reception to Year 6. We constantly assess and monitor the progress of all pupils, researching and implementing strategies to overcome barriers to learning

Specific interventions, delivered by teachers and trained teaching assistants, are used at the Infant and Junior Schools. All of our interventions are reviewed on a regular basis:

Read Write Inc/Fresh start (KS2): a structured and systematic approach to teaching literacy designed to create fluent readers, confident speakers and willing writers

Reading and Spelling in Simple Code: a programme delivered over short periods of time, several times a week to develop confidence and speed when reading words

Switched On Writing: a 1:1 intervention used to develop writing skills and confidence in sentence structure

1:1 Reading: child and adult share a book, talking about pictures and words, reading the text and discussing events in a story

Plus 1 and Power of 2: a Maths coaching programme which delivers individual support teaching all the building blocks of numbers developing skills with mental calculations.

Numicon Intervention: a maths intervention that uses coloured number tiles to develop fluency and conceptual understanding; it also enables children to reason mathematically through concrete objects

BEAT DYSLEXIA: this programme supports pupils to overcome difficulties with reading, writing and spelling

Colourful Semantics: helps children to develop their grammar and is rooted in the meaning of words. It reassembles sentences by cutting them up into their thematic roles and then colour codes them.

Extra Inputs: Yr R – Yr 2, where required, will give targeted support to meet the needs of children as they arise. This might be name writings, extra counting sessions, reading support etc...

How can I support my child at home?

“Parents have the greatest influence on the achievement of pupils through supporting their learning in the home rather than supporting activities in the school. It is their support of learning within the home environment that makes the maximum difference to achievement.” ‘Do Parents Know They Matter?’ Prof A Harris & Dr J Goodall, 2008

We know that you value education

What you say and do in your daily life can help your child develop positive attitudes toward school and learning, and build confidence in them as learners.

As a parent you are your child’s first and most important teacher.

- ✓ Take part in parent workshops and visit the school when possible to see learning in action.
- ✓ Read regularly with your child and show them that you are a reader too; 10 minutes of reading every evening will make a HUGE difference!

- ✓ Use the school website www.havelockschoools.org.uk where there are lots of suggestions, links and activities
- ✓ Play board games that involve counting, or set up a 'shop' and practise paying for items and giving change

Be honest with us; for some parents there are genuine barriers to supporting children. Where we know about these we can work with you to provide support.

- Building Social and Emotional Skills and Character -

This means supporting children's social and emotional development and the character skills that underpin learning. All children need to be emotionally ready to learn; however, circumstance can often deprive pupils of this. At the Havelock Schools we instil good learning qualities and attitudes through our use of Learning Warriors and Values.

What support is available in school?

Lunch Club: for some children, unstructured times of day can present problems with social and emotional interactions with other children. At lunchtime we run a lunch club where children are engaged in social and emotional activities, run by teaching assistants.

ARC: Activating Resilience and Coping is an intervention for children and young people giving them helpful strategies and ways of thinking based upon Cognitive Behavioural Approaches.

Drawing and Talking and Drawing and Talking Advanced: a 1:1 intervention which is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour.

Socially Speaking: this aims to increase self-esteem, improve listening skills and develop expressive language abilities.

Time to Talk: has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week

Talkabout: Talkabout is a series of social communication programmes. It is a practical resource which is aimed at improving Social Communication Skills such as; listening, conversational skills, body language, awareness and assertiveness.

Family Link Worker: on occasions, pupils and parents will require additional support. Our Family Link Worker is highly skilled in working with families to enable them to overcome personal barriers or provide signposting to other appropriate services.

TEAM TEACH: staff are regularly trained in techniques for deescalating behavioural issues.

Behaviour Support Plans: if children require additional support for behavioural needs, support plans are drawn up to outline to all staff involved how best to work and support the child including knowledge of any trigger points.

How can I support my child at home?

- ✓ Attend meetings punctually to show children how important this is in later life.
- ✓ Engage in a respectful manner with additional adults and agencies.
- ✓ Let us know when you are experiencing difficulties within your family. The more we know, the better we can offer support for everyone. We can assist families in accessing additional support.
- ✓ Ask for support – we are always here and happy to help.



How do you know what is happening in school?

Morning greeting: Everyone who enters the school grounds in the morning will be greeted by either a senior member of staff, the class teacher or a Teaching assistant. If staff are available they are more than happy to talk anything through with you at this point. If you think it would require more time just let them know and they will ensure they arrange a time that is more convenient for you both.

Open door policy: to provide support for parents, the Havelock Schools operate an open door policy where parents are encouraged to approach us with any concerns at both the beginning and end of the school day, or by making an appointment through the school office.

Parents evening: twice a year you are offered time to have a meeting the class teacher to discuss how your child is doing in school, their progress and any concerns or issues that either you or the teacher may have.

Parent Consultative Group: parents across the Infant and Junior Schools meet with a member of the Senior Management Team to discuss school issues and for the school to gather parent views.

Learning events in school: by identifying areas for support, the school will periodically arrange specific learning events such as information evenings and assessment meetings.

Meet and greet: staff meet children in their classroom environment before starting Reception; this is crucial for sharing information and getting to know the children as individuals before they begin their learning journey with us. At the end of each year we hold Meet the Teacher sessions so that children and parents can meet their new teacher and see the classroom where they will be learning.

Home School Link Books: in order to maintain strong partnership links we encourage information sharing through the use of our home school link books.

School Website: www.havelockschools.org.uk our joint schools' website contains a wealth of information to help our parents support learning.

Facebook Page: regular updates and information, photos and video about the exciting learning and events that go on in school



Termly curriculum letters: each term a curriculum newsletter is sent to all parents to share the learning for that term and offer support and guidance on how this learning can be supported out of school

Weekly newsletters: each Friday a newsletter is sent to all parents in order to keep them up-to-date with events in school

Open Days: twice a year the school holds an open day for all members of the community where parents and family members come and meet their child, undertake a short learning activity together and then tour the school

Family Link Worker: on occasions, pupils and parents will require additional support. Our Family Support Advisor is highly skilled in working with families to enable them to overcome personal barriers or provide signposting to other appropriate services.

Specific SEND information for you and your family in Northamptonshire:

The Local Offer: this is where all information about services for children and young people which special educational needs is. The local authority has put this together to help families find the resources they need so everything is in one place!

[Local Offer - Local Offer - North Northamptonshire](#)

IASS – Information, Advice and Support Service for SEND in Northamptonshire.

Northamptonshire's Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

iassnorthants.co.uk/Pages/home.aspx

SNIX: Special Needs Index is an electronic database of information about young people aged 0-25 who have a learning or physical disability or sensory impairment and who live in Northamptonshire.

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-supportfor-children/Pages/special-needs-index.aspx>

SEND Support Service: offers advice and support to children, young people, families, carers and a range of educational establishments for children with a wide range of special educational needs and/or autism, aged 0 – 19 years. https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialistsupport-for-send/Pages/SEND_support_service.aspx