



COURT LANE INFANT ACADEMY
SPECIAL EDUCATIONAL NEEDS AND DISABILITY
INFORMATION REPORT 2025-2026

Court Lane Infant Academy are proud to belong to the University of Chichester Multi Academy Trust. We are a four-form entry mainstream school with a PAN of 360 pupils. We work in close collaboration with Court Lane Junior School. We share the same site, Professional Services Team and believe in 'One Community, Two Schools, and Achievement for All'.

Children are at the heart of what we do. We empower people to be lifelong learners, equipping children with knowledge, skills and attitudes in order to aspire, adapt and achieve in an everchanging world.



At Court Lane Infant Academy we believe that:

All unique people should feel valued, be inspired and challenged to be our best selves with skills to succeed in a world of increasing complexity.

All children need to enjoy and engage in learning opportunities in order for them to develop self-confidence and independence and to become lifelong learners who love learning.

All teachers are teachers of pupils with Special Educational Needs and/or disabilities (SEND) and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

All children will be provided with equal opportunities in an inclusive environment where they all feel valued as individuals, as members of a class and as members of the wider school community.

All children are entitled to a high-quality broad, balanced and meaningful curriculum that meets their individual needs, whilst being creative, motivating and memorable.

What kinds of SEND provision is made at Court Lane Infant Academy?

At Court Lane Infant Academy, we believe that effective assessment of individual pupils' needs is essential for all children, and particularly in developing early interventions for children who have SEND. This helps ensure that they can meet their full potential. This will be secured in partnership with parents/carers, class teachers, supporting adults, the children themselves and support from external agencies as appropriate.

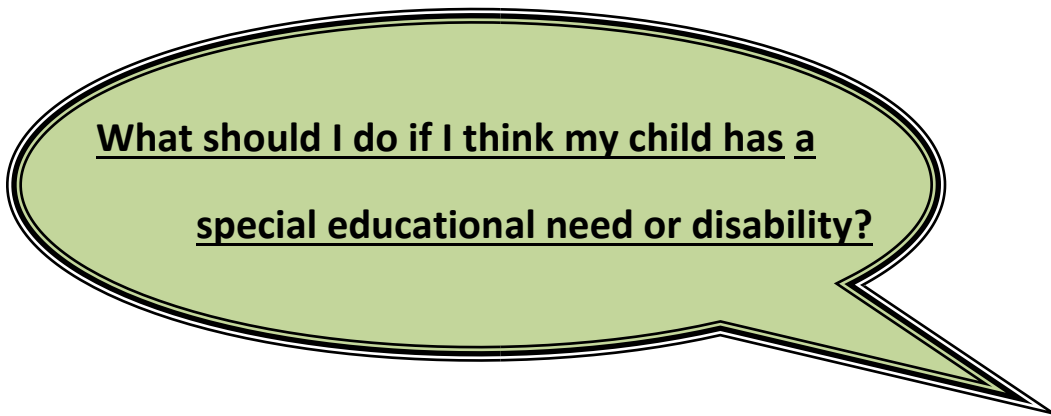
Our school is an inclusive school where every child is an individual and important. We aim to address children's needs and support their development in the most appropriate way for that individual. We encourage and promote independence and we celebrate effort as much as achievement. The Court Lane Infant Academy inclusion Policy is available on this website and outlines our philosophy in relation to SEND.

Additional and/or different provision is currently being made in our school for children with a range of additional / special needs and/or disabilities. The SEND Code of Practice (2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

| Area of Special Educational Need | Relating to difficulties with: |
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| <p>Communication and Interaction</p> | <p>Children may have a delay or disorder in one or more of the following areas:</p> <p><u>Attention / Interaction skills:</u> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><u>Understanding / Receptive Language:</u> May need visual support to understand or process spoken language. May need augmented communication systems. May have frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><u>Speech / Expressive Language:</u> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p> |
| <p>Cognition and Learning</p> | <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Pupils may have difficulties with the skills needed for effective learning such as the use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p> |
| <p>Social Emotional and Mental Health</p> | <p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADD/ADHD) • Anxiety and/or depression • Attachment disorders • Low self-esteem • Issues with self-image |

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| <p>Sensory and/or Physical</p> | <p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptations • Physically accessing the building(s) or equipment • Under or over sensitivity to noise / smells / light / touch / taste • Toileting / self-care |
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Please Talk To Us

We believe that communication is the key to ensuring your child succeeds and enjoys their time at Court Lane Infant Academy. All information will be treated confidentially.

- **Firstly**, talk to your child’s class teacher about your concerns.
- **Then**, the class teacher will discuss your concerns with a member of the school SEND Team.
- If necessary, a meeting will be arranged with the class teacher and/ or member of the SEND Team to talk through your concerns. You can bring another member of the family or a friend along to support you at any meetings.

The name of the SENCO at Court Lane Infant School is Amy Ventham. She can be contacted Tuesday to Thursday via the school office (023 92378 890) and at inbox@courtlaneinfant.chimat.uk

We welcome visits to the school by parents/carers who are making decisions about placements for their child/children with SEND. We will be happy to answer questions you may have and show you around the school site.

The SEND Team at Court Lane Infant Academy

Court Lane Infant Academy have a SEND Team which currently consists of Jacie Sandy (Assistant Headteacher), Amy Ventham (SENCO) and a team of Early Years Assistants and Learning Support Assistants. Court Lane Infant Academy also has a Welfare Assistant, Melissa Fisher; and an Emotional Literacy Support Assistant (ELSA) Yvette Charman. The team work closely with class teachers to ensure that each child's individual needs are addressed both in class and if needed in small group/individual interventions. The Early Years Assistants and Teaching Assistants are trained to deliver a range of interventions on a small group and 1:1 basis overseen by the Assistant Headteacher and SENCO.

The SEND Team work closely with class teachers and external agencies to ensure provision in class is supporting the child's needs. In addition, small groups or individuals may be accessing Wave 2 or 3 interventions (see below) with members of the SEND team in collaboration with the child's class teacher and in consultation with the parent/carer. The SEND team may also be working alongside the child/children in class to ensure they are transferring skills taught and are accessing provision in class.

At Court Lane Infant Academy, we believe that early intervention and effective assessment of individual pupils needs is essential in developing appropriate provisions for individual pupils with SEND in class to ensure that they meet their full potential. This will be secured in discussion with parents/carers, the class teacher, the children themselves and support from external agencies as appropriate. Parents/carers will be kept fully informed at all times and can contact a member of the SEND Team at any time via the school office.

Court Lane Infant Academy provides a graduated response to each child dependent on their level of need (see Wave 1, 2 and 3 below). The levels of support may vary over time according to the changing needs and circumstances of the child. Ordinarily Available Provision underpins all that we do to support children at Court Lane Academies. **The table below is a guide to the 'typical' types of provision that Court Lane Infant School currently offers to pupils with SEND.**

| | | |
|-------------------------------|---|-----------------------------------|
| Wave 1 –Whole school approach | Wave 2 –Targeted group and individual support | Wave 3 –Specialised Interventions |
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| <ul style="list-style-type: none"> *Consistent routines and systems across the school *School curriculum adapted to meet needs of groups and individuals *Flexible groupings *Effective target setting for groups and individuals within each class *Early Years Assistants in Reception (all day) *Teaching Assistants supporting in Key Stage 1 classes *A range of quality resources available *Class visual timetables *Assessment for learning (AFL) embedded in classroom practice to ensure at least good progress in lessons *School marking symbols allow children to respond to and improve upon their work during lessons. Pupils are encouraged to self-assess and peer assess *Effective feedback marking to ensure children receive positive and constructive advice on their work *Whole school approach to Learning Behaviours –helping children learn the skills to learn *Conflict Resolution strategies used by all staff *Range of ICT to aid quality first teaching eg Clicker * Numicon *Philosophy for Children (P4C) *BEAM (Balance, Education and Movement) / Write Dance *Hand gym *Subject focus weeks enhance provision within a subject e.g. art week, science week etc. *Class and school reward system *School trips *Home visits offered to all Year R new entrants *Variety of after school clubs available *Use of Restorative Practice | <ul style="list-style-type: none"> *Little Wandle Phonics Support *Intensive Reading Support Programme *Comprehension groups *Narrative skills groups *Social skills groups *Listening skills groups *Emotional literacy group interventions *Social stories *Socially speaking *Shape coding (speech) *Speech sound interventions *Maths interventions *Literacy interventions *Adaptations of visual materials to meet visual impairment needs *Speech and Language Therapy (SALT) programmes *Occupational Therapy programmes (OT) *Physiotherapy programmes (PT) *Intensive small group BEAM/fine motor skills / clever hands / clever bodies *Sensory integration adaptations *Handwriting interventions *Touch typing *Additional transition arrangements *Referral to Portsmouth IASS Service *Social stories | <ul style="list-style-type: none"> *Fischer Family Trust Wave 3 (reading and writing intervention) *Precision Teaching *The Picture Exchange Communication Exchange (PECS) *Emotional Literacy Support Assistant (ELSA) *Referral to specialist professional service e.g. Educational Psychologist (EP); specialist teacher advisor; Multi Agency Behaviour Support (MABS), Mental Health Support Team (MHST), Neurodiversity Team (ND) *Individual programmes as specified by external agencies e.g. EP, OT *Individualised programmes to meet specific needs *Team Teach *Support in class and/or play/lunchtimes from teaching assistant *Application for an Education Health Care Plan (EHCP) if applicable |
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Support for children and families can also be provided by:

Emotional Literacy Support Assistant (ELSA)

Multi Agency Behaviour Support (MABS) Including family support workers and teacher specialists

Single Assessment Framework Facilitator (SAF)

Team Around the Child/Family meetings (TACS / TAFS)

Multi-agency support meetings

Multi Agency Safeguarding Hub (MASH)

Outreach Support

Family Support Plans

Mental Health Support Team (MHST)

Neurodiversity Team (ND)

Other external services that can offer parental support include:

Portsmouth School Nursing Service - 0300 123 6629

Portsmouth Local Offer <https://portsmouthlocaloffer.org/>

This website is a collaboration between parents and carers of disabled children, young people and Portsmouth City Council to help you find what is available in the area for those with Special Education Needs or Disabilities (ages 0-25) and how to access a variety of services. These range from health, social care and education to respite, leisure facilities, support groups and the voluntary sector. The Local Offer has this information in one place so you can make an informed choice on the support your child may need. We have drawn on our experience as parents and our joint passion for improving the lives of those involved in the care of young people in Portsmouth to put this information together in a friendly and easy format.

Parent Portsmouth Voice (PPV) telephone - 02394 350257

ppvadmin@hiveportsmouth.org.uk / <https://www.portsmouthparentvoice.org/>

PPV is run by parents for parents, is part of the voluntary sector and is supported by the Local Authority and the Department for Education.

Portsmouth Information Advice and Support (Portsmouth IASS) – 0300 303 2000

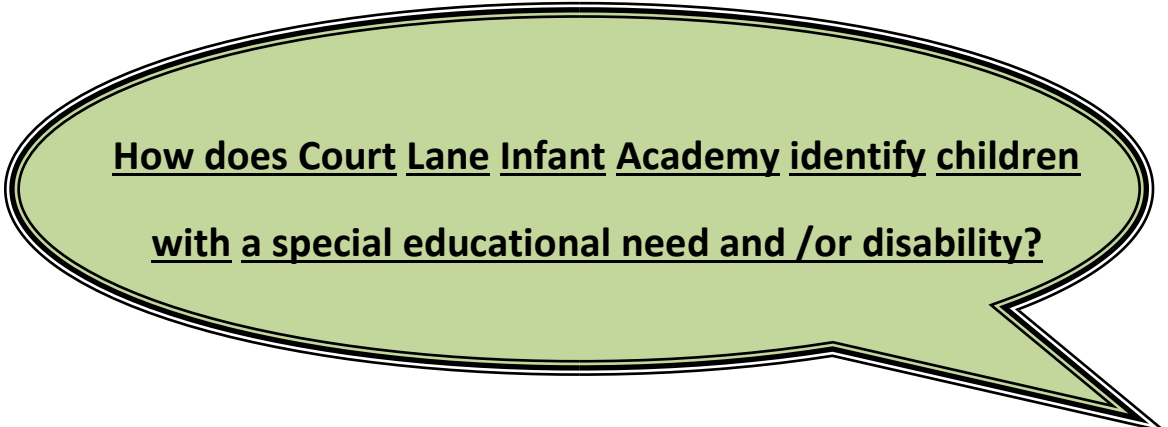
portsmouthiass@roseroad.org.uk / <https://portsmouthsendiass.info/>

A free and independent service for parents and carers of children and young people with special educational needs and/or disability aged 0-25 years. It offers confidential and impartial information and advice about special educational needs and disability (SEND).

Contact a Family <https://contact.org.uk> – for families with disabled children

SENDirect www.sendirect.org.uk

SEND Gateway www.sendgateway.org.uk



**How does Court Lane Infant Academy identify children
with a special educational need and /or disability?**

Court Lane Infant Academy is committed to supporting early identification of SEND. This helps identify and support individual needs with the appropriate resources and strategies needed to ensure that all children make progress. Children may move between waves of intervention (see page 6). We will meet with you to share views, discuss strategies and support.

SEND are identified in a variety of ways including:

*Liaison and discussion with parents/carers.

*Liaison and discussion with previous Nursery/Pre-school or school.

*Observation in class.

*Concerns raised by the child's parents/ carers or class teacher.

*Through continuous assessment in class and tracking of individual progress.

*Child performing below year group expectations.

*Child having difficulties in terms of social, emotional needs or behaviour.

*From specific assessments carried out in consultation with parents/carers.

How will Court Lane Infant Academy support my child?

How will we as parents / carers be informed and involved?

How will my child be involved?

How will Court Lane Infant Academy support my child?

Court Lane Infant Academy ensures that quality first teaching is our first priority and the class teacher will differentiate work to meet the needs of all children within the class. They will provide appropriate support within the classroom such as:

- *differentiating and adapting by content, process, product or learning environment/scaffolding the curriculum.
- *building on what your child already knows, can do and can understand.
- *use assess, plan, do, review cycle and provide appropriate feedback marking to individuals.
- *consideration of individual teaching/learning styles e.g. kinaesthetic, visual, auditory *using concrete materials and resources.
- *using alternative methods of recording as appropriate e.g. laptop, iPad, voice recorders.
- *using visual structures to support learning e.g. timetables, phonic mats, prompt mats, word walls, numicon.
- *using workstations or considerations of effective environmental changes to promote learning.
- *chunking auditory information into bite-size chunks. Pre/post teaching vocabulary.
- *Use real life experiences to support understanding and learning.
- *Ensuring that external agency recommendations are followed in class in discussion with SENCO.

How will we as parents/carers be informed and involved?

Parents' consultations evenings are held during the year where the class teacher will discuss your child's progress and next steps in learning. In addition to this, members of the SEND Team offer appointments during parents' evenings to discuss in further detail information about your child's progress on any interventions they may be receiving or to offer any further advice/support.

We believe that your child's education is a partnership between you and us and we welcome appointments and/or telephone discussions to discuss your child's progress at any other time. We may also contact you to further discuss your child's progress or interventions. We endeavour to fit meetings around parents working commitments where possible.

All parents are kept fully informed if their child is receiving any additional intervention in school and staff are happy to discuss this further with you. Targets will be shared with parents so that they can be worked on between home and school. For some children with SEND, a home-school communication book may be used. We are also able to offer advice and practical ways that you can support your child at home.

A variety of workshops are available during the year for each year group so that parents are kept fully informed about their child's learning. Information for each year group is also available on the school's website with links given for further home learning opportunities.

If you as parents / carers are unhappy with a situation or want to discuss the school's provision, in the first instance please speak to your child's class teacher. A parent/teacher contact form will be completed by the teacher and passed to a member of the senior leadership team. If you are still unhappy about the outcome of the discussion with the class teacher, please make an appointment to speak with a member of the senior leadership team. For further information about making a formal complaint please go to our complaints policy on the school's website (or request a copy from school).

How will my child be involved?

We promote a pupil-centred approach to SEND provision at Court Lane Infant Academy. This means that we will:

- *focus on your child as an individual and tailor support to meet their needs.
- *provide opportunities for your child to reflect and talk about their learning in pairs / small groups.
- *involve your child in reviewing their progress and setting targets as applicable.
- *encourage your child to express their views and wishes for the future.
- *encourage your child to be part of the decision making process.
- *make communications accessible and relevant for each individual pupil.
- *encourage your child to participate in some way to meetings held about them e.g. by attending part of a meeting, providing their views through a 'This is me booklet', recording their views etc.
- *review Education and Health Care Plans using a child-centred approach e.g. completing a 'This is me booklet' and/or attending part or all (if applicable) of the meeting.

How will the effectiveness of provision for SEND pupils be evaluated?

- Class Teacher observations and assessments and discussions with members of the SEND Team. Discussions with the children themselves, and you as parents / carers.
- Termly reviews of Individual Learning Plans
- Use of assessment information e.g. pre and post intervention assessments.
- Whole school tracking of pupil progress / pupil progress meetings with Leadership Team.
- Cohort progress meetings with Year Leaders, SENCO and the Senior Leadership Team.
- Observations and/or monitoring by SEND Team in the child's class. Discussions with child and class teacher.
- Reviews by external agencies e.g. Speech and Language Therapy, Occupational Therapy. Educational Psychology.

What does Court Lane Infant Academy offer for the health and wellbeing of my child?

We currently have the following Medical arrangements in place:

- *A Welfare Assistant.
- *Qualified paediatric First Aiders.
- *Medical protocols in place when needed.
- * Insulin / Epilepsy medication and Epi-pen trained staff.
- *Staff trained in administering medication and other procedures for some other chronic health conditions.
- *Liaison with parents, school nurse and other medical professionals.
- *Medical training for nominated staff as required.

Safeguarding:

- *Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL)
- *All staff have completed Safeguarding and Prevent training and procedures are in place to report concerns.

Environment:

- *Positive learning environment.
- *Positive behaviour management strategies consistently used across school.
- *Collaborative Problem Solving Approach used across the school to develop children's skills in resolving conflicts.
- *Excellent staff role models.
- *Environmental adaptations as appropriate e.g. work stations.

Liaison and Support:

- *School governor with a special interest in SEND.
- *Specific staff are trained to deliver specific programmes in collaboration with the child's class teacher e.g. SALT; OT; PT.
- *Involvement of Portsmouth Parent Voice.
- *Involvement of Multi-agency Safeguarding Hub (MASH) *Early Help Workers through Early Help Assessments (EHAs).
Referrals can be made to the Mental Health Support Team (MHST)
- *Emotional Literacy Support Assistant (ELSA)
- *Personal Social Health and Economic curriculum (PSHE).
- *Social skills and emotional literacy small group interventions.
- *Circle of Friends.
- *Community wardens/ PCSO's.
- *Community Nursing Team
- *Liaison with school nurse / School Attendance Team to support and increase attendance.
- *Working with Multi-Agency Behaviour Support Team to support behaviour difficulties and prevent exclusions.

As appropriate, we ensure the confidential sharing of information between key members of staff to ensure that a holistic view of the child is secured and that concerns are identified and needs met at the earliest opportunity.

**What specialist services, expertise and resources
can Court Lane Infant Academy access in order to
support my child further?**

Specialist services (from outside school provisions) that pupils at our school may access in consultation with yourselves include:

- *Educational Psychologist (EP)
- *Speech and Language Therapist (SALT)
- *Sensory Impairment Service
- *Occupational Therapy Service
- *Physiotherapy Service
- *Specialist Teacher Advisor.
- *Multi-Agency Behaviour Support (MABS)
- *Ethnic Minority Advisory Service (EMAS)
- *Mental Health Support Team (MHST)
- *Neurodiversity Team (ND)
- *Child and Adult Mental Health Service (CAMHS)
- *School Nurse
- *Community Health Services
- *Social Services
- *Inclusion Outreach Service

If you or the school believe that your child needs more support than the current provision in place, either you or the school can request the Local Authority carry out an application for an Education Health Care Plan. If you as parents are requesting this, please share your views with the SENCO before submitting the request. This is a legal process and you can find out more details on the Portsmouth City Council Local Offer Website (see page 7).

Expertise within our school includes:

- *Experienced, cohesive and approachable SEND Team
- *Specific Learning Difficulty Teacher
- *Staff trained in British Sign language / Makaton

- *Dyslexia / dyscalculia
- *Speech and language
- *Autistic spectrum conditions and associated conditions
- *Manual Handling Trained
- *Collaborative Problem Solving approach

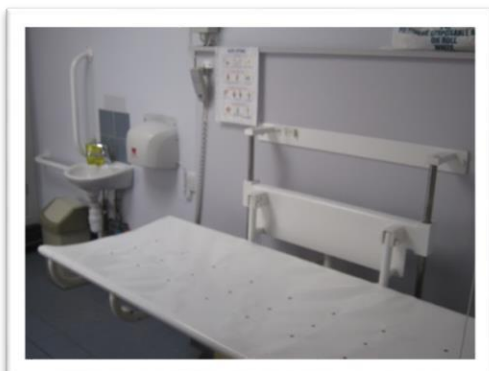
Resources available:

- *Physiotherapy room
- *Accessible toilets
- *Ceiling track and hoist
- *Adjustable changing bed
- *Wheelchair accessible site
- *Resources to support literacy and numeracy difficulties; autistic spectrum disorder; speech and communication needs; sensory difficulties
- *Medical room



Our well-resourced intervention room enables us to support children on Wave 3 interventions using multisensory resources.

All the children know that the medical room is there for them should they need it.



One of the accessible toilets has an adjustable changing bed, ceiling track and hoist.

What training have staff at Court Lane Infant Academy undertaken to be able to support my child?

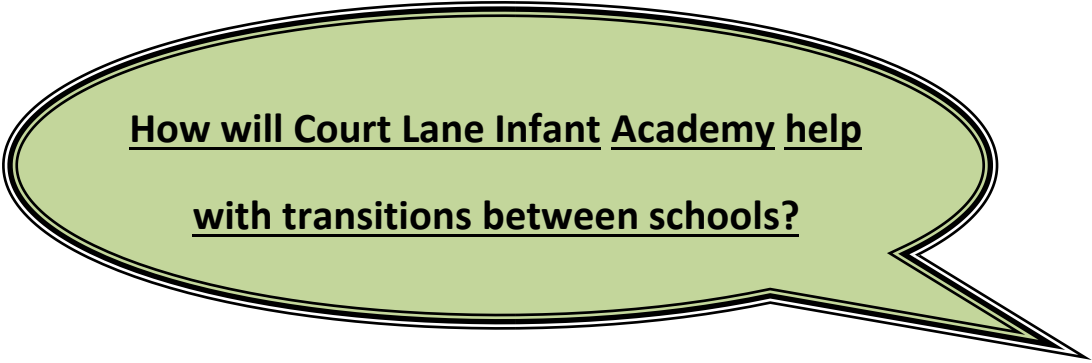
Our staff are highly trained. We also work closely with specialists who train, guide and advise us, so that we can deliver the best support for a child with SEND.

We are committed to supporting individual needs within school and key members of staff will attend any further training necessary in order to meet a child's particular needs.

These are examples of training that have been undertaken by our staff:

- Precision Teaching (Literacy and Numeracy)
- Shape Coding (Language)
- BEAM (Balance Education and Movement – a motor skill programme)
- ALERT (Sensory Integration)
- Speech Sounds
- British Sign Language
- Specialist dyslexia/dyscalculia
- ELSA (Emotional Literacy Support)
- Conflict Resolution
- PACE Approach (Playfulness, Acceptance, Curiosity, Empathy)
- Restorative Practice
- Trauma
- Attachment Difficulties
- Manual Handling
- Supporting children with English as an additional language (EAL)

Further information about these is available in Appendix A.



How will Court Lane Infant Academy help
with transitions between schools?

Your child's needs are paramount. In order for your child to be happy at school they must feel safe and secure. As such we ensure additional plans are made for any child with SEND who is transferring to or from our school.

We welcome visits to the school by parents/carers who are making decisions about placements for their child/children with SEND. We will be happy to answer questions you may have and show you around the school site.

We will liaise with Inclusion Co-ordinator/Inclusion Manager/SEN Coordinator/SENCO at previous/new school.

We are committed to supporting individual needs within school and key members of staff attend any further training necessary in order to meet a child's particular needs.

- We involve you as parents/carers and any current agencies involved
- Preliminary visits are made with an adult known to them
- A suitable transition programme developed depending on the child's needs
- Transition social stories and additional visits as required
- Resources in place or adaptations to the environment made as appropriate

**How will my child be included in activities
outside the classroom including trips?**

We want all our pupils to benefit from the education we offer; this is the same with activities outside the classroom including trips and participation in any clubs. We will undertake to make any reasonable adjustments/adaptations in order to meet the child's specific needs.

Where it is beneficial for you to participate alongside your child with SEND we will approach you at the planning stage to discuss this with you.

If a child has a specific support assistant, this person will accompany the child on the school trip. If this is not possible, or there is not a specific assistant, we will invite you to accompany your child and we may request your support with transport.

Risk assessments are undertaken for all school trips and we will complete additional individual risk assessments as necessary in conjunction with you as the parent.



How can I support my child at home?

- Working on targets discussed with you at parent/teacher meetings.
- Working on targets discussed with you from meetings with members of the SEND team in consultation with the child's class teacher.
- Reading regularly with your child and writing in their reading diary.
- Supporting your child with other home learning e.g. learning spellings, phonics etc.
- Supporting your child regularly with targets set by external agencies e.g. SALT, OT etc.

Using the school website - currently available:

- Video links showing how to support your child with reading at home.
- School calculation guidance (maths)
- A list of useful websites to support learning between school and home.
- Early Years Foundation Stage curriculum information.
- Year group information detailing what each year group has been learning and will be learning next, as well as curriculum information.

Appendix A

Precision Teaching

Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts.

Precision Teaching is very effective for children struggling to acquire automatic skills in learning letter sounds, recognising whole words and spelling. The principles of Precision Teaching match the good teaching principles recommended in Sir Jim Rose's report of June, 2009 *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*.

In Precision Teaching, the learner's daily performance is recorded and this process is known to increase motivation. A summative record is also necessary to track rate of progress over time.

Shape Coding

The "Shape Coding" system was designed to teach grammatical rules to school-aged children with Speech and Language difficulties. It was developed mainly for use with children in Key Stages 2 and 3 (aged 7-14 years) although it has also been used with younger and older students. It aims to use the visual strengths of many children by using a visual coding system to represent grammatical features of English. The system includes use of colours (parts of speech), arrows (tense and aspect) and shapes (syntactic and argument structure). It can be used successfully to teach children about parts of speech, questions, past vs present tense, noun-verb agreement, connectives.

Balance Education and Movement

The BEAM programme aims to develop children's fine and gross motor skills in a 6-week programme. Initially this is carried out in the child's class with all children in Year R. After this, any child still experiencing difficulties with these skills will receive an intensive programme of BEAM with a Special Needs Assistant in a small group. A co-ordination checklist may be completed to further identify areas that require support and this would be provided by a member of the SEND team. If difficulties continue, in consultation with the child's parents/carers, a referral may be made via the family GP to the Co-ordination Development Centre (CDC) for further investigations by a Physiotherapist and/or Occupational Therapist. The SEND team will then follow a more specific individualised programme in order to support the child's needs.

ALERT (Sensory Integration)

“How Does Your Engine Run” (by Williams and Shellenberger) is a cognitive-based intervention used to enable children to become aware of their arousal level and change it using sensorimotor strategies.

Strategies are based on arousal theory, learning theories and sensory-motor self-regulation strategies.

Arousal refers to the state of the nervous system used to describe how alert a person feels. A person’s nervous system must be in an optimal state of arousal for him or her to be able to pay attention, concentrate and perform required life tasks effectively. For example, a child must be appropriately alert in order to learn effectively at school. Levels of arousal can be compared to the motor of car – Low Speed, High Speed or Just Right.

- Low – When it is so difficult to get moving. One feels low, lethargic, poor motivation and hard to get going.
- High – When it is hard to slow down or stop. This is marked by poor attention and hyperactive behaviour and difficulty sitting still.
- Just Right – When it is easy to concentrate, learn and efficiently complete daily tasks.

Self-Regulation is the ability to attain, maintain and change arousal appropriately for a task or situation, as required. There are subconscious and conscious methods for self-regulation.

Speech Sounds

A range of resources are available to support children who have expressive language difficulties. These include activities to develop the articulation of speech sounds. Initially the child will be taught the correct tongue and mouth positions needed to make a clear articulation of an identified sound they have been identified as having difficulty with. Once achieved the child will work on combining this sound with a vowel before working on using the sound correctly within short words. Once this is achieved the child is supported in developing the use of the sound within sentences and practicing this so it becomes automatic in their everyday speech.

British Sign Language

British Sign Language (BSL) is the sign language used in the United Kingdom (UK), and is the first or preferred language of some deaf people in the UK; there are 125,000 deaf adults in the UK who use BSL plus an estimated 20,000 children. In 2011 15,000 people, living in England and Wales, reported themselves using BSL as their main language. The language makes use of space and involves movement of the hands, body, face and head. Many thousands of people who are not deaf also use BSL, as hearing relatives of deaf people, sign language interpreters or as a result of other contact with the British deaf community.

The Picture Exchange Communication System

The Picture Exchange Communication System[®], or PECS, allows people with little or no communication abilities to communicate using pictures. People using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item. By doing so, the person is able to initiate communication. A child or adult with autism can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card. PECS works well in the home or in the classroom.

Dyslexia/Dyscalculia Support

There are numerous techniques for teaching children with **dyslexia**. Not all children with dyslexia will respond to the same techniques, so it is important to work out what will work with each particular child. Tuition will be multi-sensory involving looking, listening, speaking, touching etc. with as much variation as possible but we are all unique and it is good to observe whether the child/adult is predominantly a:

VISUAL LEARNER (learns best by seeing)

AUDITORY LEARNING (learns best by listening)

KINESTHETIC LEARNER (learns by doing/feeling)

This information can then be used to adapt and develop programmes to support a child in making progress

Dyscalculia is: 'A condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.'

Strategies used to support both the individual and small groups include:

- Using concrete materials and start from practical activities focusing on one concept at a time.
- Establish the child's preferred learning style and build on existing knowledge.
- Teach more than one way to solve mathematical operations.
- Encourage the child to visualise mathematical problems. Use visual prompt cards to support memory.
- Keeping language to a minimum and using specific cues for various mathematical operations. Directly teaching the language of mathematics and remaining consistent in the use of mathematical language.
- Encourage child to teach a concept back in order to check their understanding.
- Allowing time for repetition and practice.

ELSA (Emotional Literacy Support)

An ELSA is an Emotional Literacy Support Assistant who works in school. They help children recognise, understand and manage emotions to increase success. They plan and deliver both individual and small group support programmes to raise emotional awareness; develop self-esteem; promote listening and communication skills; develop anger management techniques; develop friendship groups and social skills.

Glossary

AFL - Assessment for Learning

BEAM - Balance, Education and Movement Programme

CAMHS - Child and Adolescent Mental Health Service

EHCP – Education Health and Care Plan

ELSA - Emotional Literacy Support Assistant

EMAS - Ethnic Minority Advisory Service

EP - Educational Psychologist

MABS - Multi Agency Behaviour Support

MHST – Mental Health Support Team

ND – Neurodiversity Team

OT – Occupational Therapy

PSHE – Personal, Social, Health and Economic Education

PT – Physiotherapy

SALT - Speech and Language Therapy

SEND - Special Educational Needs and/or Disabilities

TAC/TAF - Team around the child/family meetings