

What are the different types of support for children at Meldreth Primary School?

At Meldreth Primary School our classroom based strategies ensure all teaching is as good as it can possibly be; this is called High Quality Teaching. Inclusive strategies which your child may experience during their school life at Meldreth Primary include:

Access to a supportive environment

- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Access to a laptop/ computer
- Specialist equipment to enable children to access lessons
- A dyslexia friendly environment

Provision to facilitate/support access to the curriculum

- Small group support from a TA/ class teacher
- One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed)
- Individualised curriculum where necessary
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips/ residential visits
- Access arrangements to enable children who have SEND to have scribes, readers and/or extra time for KS2 SATs test if they are entitled.

Strategies/support to develop independent learning

- Use of visual timetables, checklists, personalised success criteria
- Visual support e.g. sequenced pictures, mind maps etc
- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task.
- 'Chunking' activities (i.e. grouping information and tasks together into meaningful groups)
- 'Dyslexia friendly' classrooms e.g. word mats
- Accessible resources readily available in the classroom that children can fetch if they need them.
- Use of step in, step out support to encourage independence
- Extension challenges for more able learners

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Strategies to support/develop literacy inc. reading

- Buddy Reading throughout the school to develop an enjoyment of reading
- Small group targeted literacy support to boost reading , writing and spelling (Literacy Tracks) throughout the school
- Use of SEN friendly resources
- Programs of work tailored to the needs of children with severe SEN
- Use of writing slopes pencil grips and wedge cushions
- Extra opportunities to practice reading to a range of adults.
- Further Literacy Support intervention
- Precision Teaching and Precision Spelling intervention

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children e.g First Class at Number
- Use of practical resources e.g. Numicom
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding.

Strategies/programmes to support speech and language

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)
- Implementation of their programmes by TAs trained in supporting speech and language needs (Elklan training)
- Support from a member of staff trained in speech and language strategies
- Small group interventions to help develop children' speaking and listening skills (e.g. Talking partners/Spirals/Chatterbox)

Access to Medical Intervention

- Strategies for the use of personal medication for specific long term medical needs e.g asthma
- Implementation of Health Care Plans and access to the school nurse services
- Individual support plans for pupils with short-term medical needs (e.g broken limb)
- Trained support for life-saving interventions (e.g epi-pens)
- All staff asthma and epi-pen trained