

Parental Guide to Support at Fairfield Community Primary School



Extra Information

If your child does have any of the support that has been outlined in this booklet they may have an Individual Education Plan (IEP). This is a set of targets that is in addition to their general classroom targets and should show the progress they are making due to the intervention or support that they are having. IEP focus sessions take place each week with a teaching assistant. These should then be shared with you at Parents Evenings.

Specific Needs

For children whose needs may be more complex, the school may use the services provided by the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Autism Outreach or Specialist Teaching Services. If your child would benefit by being supported by any of these services then their teacher will discuss this with you.

If you have any questions regarding support arrangements within school, please speak to either your child's teacher or Mrs. Goodger (SENCO).

Pupil Premium and Group Tuition

This is carried out in all year groups with many different children. The focuses are on maths, reading, writing, comprehension, and applying knowledge and skills.

The groups vary in size between 1 and 5 children and are delivered weekly for one hour by a teacher. In the 4+ and Year 1, the hour session may be split over 2 days dependent on the children's concentration span.

The children are usually grouped by ability and the focus is on moving them to the next level, regardless of their ability.

Counselling

Children can be referred for counselling either by themselves, their parents or teachers. Parents will be informed and children will be assessed before any formal sessions take place. The frequency of sessions is determined based on the initial assessment and some children may see the counsellor on a drop-in basis.

This booklet is designed to explain the different types of support given to children at Fairfield.

Support could be given for a variety of reasons to help children achieve their potential and maintain at least an expected level of progress.

Not all children will need extra support with their learning but all children's progress is monitored closely to ensure that support is given where necessary.

The following pages are set out by describing the type of support and interventions that are given in each year group.

Foundation Stage and Key Stage One

Gross Motor skills – Big Moves practices movements of whole body, arms and legs. It helps children to become more coordinated in their movements. This is delivered in 20 minute weekly sessions by the teacher or teaching assistant.

Fine motor skills – This practices movements of fingers and wrists. It helps children to control a pencil, do up buttons and other things that need 'fiddly fingers'. This is delivered in weekly sessions by the teaching assistant.

Speech groups – This is aimed at children who have unclear speech or may not be able to say certain sounds. It helps children to differentiate speech sounds and to say them with the correct mouth shapes. This is delivered in regular 10 minute sessions by the teaching assistant. Speech and Language Therapists may be involved if your child is referred and will provide a plan with targets to work on.

Language groups – This is aimed at children who may find understanding and following conversations/instructions difficult or children who have difficulties in using the correct vocabulary and grammar. It helps children to listen carefully, to use and understand a wider range of words, to take turns in a conversation, not to interrupt, and to speak in full sentences that make sense. This is delivered in regular 15 minute sessions by the teaching assistant. Lego Therapy may be used.

Social skills group – Fun Time is for children who need support in taking turns, expressing how they are feeling and working cooperatively with other children. It helps children to practice skills in a small group that they need for everyday school life. This is delivered weekly by a teaching assistant.

Extra spelling – These sessions give extra teaching to children who need support with their year methodically goes through blending sounds for spelling. It is aimed at children who may struggle to blend and spell words accurately. This is delivered between 4-5 times a week for 5 minutes by the class teacher or teaching assistant.

Cued Spelling - This approach to spelling is individualised to help children who struggle with spellings to find their own personal ways of remembering how to spell them, such as using sounds, chunks or mnemonics.

Toe by Toe - This program delivers fast-paced phonics sessions for those children who need some extra help. The daily sessions are delivered by a teaching assistant.

Precision teaching —This aims to improve fluency and accuracy in reading and maths by focusing on regular practice of a small number of items, such as key words or particular graphemes. It takes place daily with a teaching assistant.

Power of 2 - This is a maths program to be delivered to individual children who struggle with maths concepts. It is delivered weekly by a teaching assistant.

Different interventions may also be used in Year 6 as the year progresses. You will be informed if your child is involved.

Key Stage Two

Pre-teaching – This is a small group of children who need extra help with reading, writing and maths. This group meets during the morning registration where children are introduced to concepts that will be taught later in the day so that they become more confident in themselves and can be more independent with their work in class.

Booster sessions - This is for children who may need extra support with reading, writing, or maths. The sessions may pre-teach what the teacher will be doing with the whole class later in the day/week or go over previously taught concepts where the child has misunderstood or found the concept difficult. These are delivered by a teacher or teaching assistant.

Social communication group – This is aimed at children who may find understanding and following conversations or instructions difficult or children who have difficulties in taking turns with others. It helps children to listen carefully, to use and understand a wider range of words, to take turns in a conversation, not to interrupt and to speak in full sentences that make sense. Lego Therapy is often used for this intervention. This is delivered in 20 minute weekly sessions by a teaching assistant.

Beat Dyslexia - This scheme is aimed at children who need support with letters, sounds, words, punctuation and reading sentences. Phonics and spellings are also covered to help support the children using a multi-sensory approach. It is delivered twice a week by the teaching assistant.

Booster sessions - This is for children who may need extra support with reading, writing, phonics or maths. The sessions may pre-teach what the teacher will be doing with the whole class later in the day/week or go over previously taught concepts where the child has misunderstood or found the concept difficult. These are delivered by a teacher or teaching assistant.

Fisher family Trust– This program teaches children about letters and words on a 1:1 basis. The daily 20 minute sessions are split into reading tasks which aim to build the children's confidence and form sentences using key words. These are delivered by a teaching assistant.

Toe by Toe - This program delivers fast-paced phonics sessions for those children who need some extra help. The daily sessions are delivered by a teaching assistant.

Precision teaching —This aims to improve fluency and accuracy in reading and maths by focusing on regular practice of a small number of items, such as key words or particular graphemes. It takes place daily with a teaching assistant.