

Tuesday 1st July 2025

Dear Year 2 Parents and Carers,

Inclusion at Connaught

We would like to take the opportunity to talk to you about Inclusion at Connaught and how we support children with special educational needs and/or disabilities (SEND) with their learning and emotional well-being.

Universal Support – High Quality Teaching

Provision for children with special educational needs is a priority for the school, with all staff sharing a collective responsibility. In the first instance, we pride ourselves on the provision of High Quality Teaching through our wonderful and dedicated teaching team. The teachers here all have an engaging and interactive approach and strive to make maximum use of visual and kinaesthetic strategies alongside the more traditional auditory learning. We also take pastoral care very seriously and are well aware of need to provide a nurturing environment that promotes a growth mindset. These aspects, together with the ready employment of support resources and appropriate differentiation, means that every child is enabled to succeed from the off.

Enhanced support through intervention programmes

At Connaught, we are also committed to picking up on any areas of specific need that might be a barrier to pupils' enjoyment and progress at school. Our amazing learning support assistants are on hand in the classroom and also run a wide range of support and intervention programmes. In addition to more obvious interventions around maths skills, reading fluency/comprehension, spelling and phonics, we have some provision that you might not be so familiar with.

Sensory Circuits:

Beneficial to children with sensory integration difficulties and those who find it difficult to focus and settle in class.

ELSA:

Through our specially trained Emotional Literacy Support Assistants, children are supported in a range of social, emotional and personal skills.

Lego Therapy:

A way for children to learn social and communication skills through construction play.

Headteacher: Miss S McGann

Deputy Headteacher: Miss K Whiting

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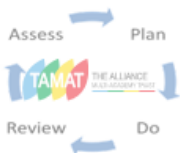
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Precision Teaching:

This is a strategy by which to address a very specific gap in a child's knowledge by repeated teaching and practice in regular short sharp bursts.

Furthermore, the teachers continually assess their learners to identify any gaps in knowledge and skills during the lesson and these are addressed in a timely manner the same day or week. These sessions are known as ‘rolling interventions’ and are shown to swiftly facilitate positive outcomes, not least around confidence and self-esteem.

Personalised SEND Support



The Personalised SEND Support Pathway for pupils at Connaught Junior School



1. Monitoring List:

Some pupils may, at times, require additional support to access their learning or to navigate their social/emotional interactions. As such, they may be flagged on the SEND Monitoring List to ensure that their progress is closely monitored. This is a pre-cursor to being added to the SEND Register and receiving an ISP.

2. Individual Support Plan:

Through assessment and monitoring, some pupils will be identified as needing provision that is *additional to or different from* that which is ordinarily available to their peers. In consultation with parents, pupils will then be placed on the SEND register. As part of this process, the pupil will receive an **Individual Support Plan** which will detail their strengths & barriers to learning along with relevant strategies and interventions to support their progress.

3. Enhanced Individual Support Plan:

Through monitoring and consultation with school staff, pupil and parents, it may be deemed beneficial for the pupil to have an **Enhanced Learning Plan** where specific targets linked to their areas of need are set and reviewed termly. Any agreed *additional to or different from* provision will also be detailed in their **Enhanced Support Plan**. This is also an opportunity to record any involvement from outside agencies.

4. EHCP:

If the pupil continues to experience significant barriers to attainment and/or progress, despite appropriate intervention and support (which may have included involvement from outside agencies), it may be appropriate to request an EHCNA (Educational Health Care Needs Assessment) from the Local Authority with a view to securing additional funded support and interventions for the pupil.

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"Caring, Confident, Committed"

When needed, we are quick to draw on the support of partner agencies such as speech and language therapy, educational psychology services, autism outreach teams and other specialist teaching services. These professionals might be engaged to support individual children through consultations, classroom observations and/or bespoke learning plans, and they are also an important part of our staff CPD (continuing professional development) cycle, providing training in all manner of areas.

Ultimately, our ethos at Connaught is very much about celebrating difference; through our assemblies, PSHE, talk homework and everyday role modelling, we teach the children to value diversity and develop the empathy and understanding to support others who need it.

We have spoken to all feeder schools about any specific SEND needs as part of the admissions process. If you would like to discuss anything further, your child's class teacher will be happy to facilitate a meeting in the Autumn term.

Yours sincerely,

Mrs Sweeney-Gillings and Mrs Littlewood
Inclusion Leaders

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