

Amesbury CE Primary School's Statement of Special Educational Needs & Disabilities (SEND).


The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information forms the main basis for our school's statement of special educational needs & disability, which has to be published on our school's website.

School/ Name	Amesbury CE Primary School
Name and contact details of your school's SENCO	Mrs Liz Cook 01980 623009 office@amesbury.wilts.sch.uk

Persons/roles responsible for maintaining details of the Local Offer for Amesbury CE Primary School

Name of Person/Job Title	Mrs Yvonne Morrison - Headteacher	Mrs Liz Cook - SENCo
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Our school Local Offer is to be read with : The Wiltshire Local Offer <https://www.wiltshirelocaloffer.org.uk>

	<h1>Teaching and Learning</h1>
<p>1. What additional support can be provided in the classroom?</p>	<p>At our school we have 19 specially trained teaching assistants (TAs) to meet all individual pupil needs. Our school also employs 2(one full time & one part time) 'Intervention' teachers and one teaching assistant who support identified pupils and groups.</p> <p>In our Foundation (Early Years) classes, we have five full time TAs who support our very young children. All of our staff are trained to make materials and pupils' work more straight forward or more challenging, so that every child is able to learn at their own level.</p> <p>We offer 1 to 1 or small group support for any child that needs it in reading, writing, spelling, phonics, and maths. Our classrooms feature lots of visual prompts and supports for those children who have learning difficulties.</p> <p>We also provide support for children with other identified needs such as:</p>

	<p>Cognition and learning difficulties, including Global delay. Autism Spectrum disorders, ADHD and ADD, Speech Language and communication difficulties, Social and Emotional and mental health difficulties, Attachment disorder Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia Sensory difficulties including hearing & visual Impairment Physical difficulties and medical needs.</p>
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</p>	<p>Amesbury CE Primary School has a school funded Nurture Centre. It is run by the Pastoral Support Manager and a teaching assistant. This facility is for the children in school, who have been identified by their teachers because they find independent learning in their mainstream class difficult. This could be for a variety of different reasons such as having: social and emotional needs, Global delay, Attachment disorder or Autistic Spectrum disorders. Here the children are nurtured and experience the same routines every morning so they feel safe and secure; they are taught to be independent, to know how to express their feelings in an appropriate way and understand that it's OK to make mistakes. In the afternoon the children work in their mainstream peer group class, with support if required.</p> <p>All of our teachers are required to plan lessons that all children can access. Sometimes teachers need further help and may ask for support from our Special Needs Co-ordinator (SENCO), the Pastoral Manager or the Interventions Teachers.</p> <p>Those children who require extra support, may also work with different outside agencies to help them to learn independently.</p> <p>These include the Educational Psychologist, Speech and Language Therapist, Occupational Health, Learning Support Services, Behaviour Support, the School Nurse, Talkabout Counsellor and play therapist.</p> <p>We always talk to parents before we ask for help from other agencies.</p> <p>Some children need particular pieces of equipment to help them work and learn more independently. In our school we have:</p> <ul style="list-style-type: none"> • Laptops and iPads which can be used for recording work if a child has writing difficulties. • Voice activated software and scribes for children who struggle to get ideas onto paper. • Sets of coloured overlays for students with dyslexic tendencies or visual stress. • Triangular pencils for handwriting. • PECS cards

	<ul style="list-style-type: none"> • Smart box to be used as a child's voice <p>Some of the teachers and teaching assistants are also Makaton friendly, they use Makaton to aid communication to both individuals who use Makaton to communicate and to the rest of the school. Makaton signs can be found around the school.</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Our school has a very experienced SENCO and Pastoral Support Manager who are approachable and willing to support all children's needs in a positive manner.</p> <p>The Intervention Teachers and the Intervention Teaching Assistant are also very knowledgeable about the different intervention programmes.</p> <p>All of our staff are trained in a variety of ways and approaches which means we are able to adapt to a range of special needs. They are trained to deliver different intervention programmes. These include:</p> <ul style="list-style-type: none"> • Reading and spelling programmes such as Sound Discovery, Early Literacy Support, NESSY (software for dyslexia), Wesford , Accelerated Accelerwrite and 'Reading Recovery.' • Maths programmes such as 'Numbers Count, Number Count Plus, Springboard and Success at Arithmetic' • Social skills groups • Speech and Language programmes, including Makaton signing and PECS. • SWAPP materials for children with an Autistic spectrum disorder. • Ability to read and translate Braille.
<p>4. What ongoing support and development is in place for staff with regard to supporting children and young people with SEND?</p>	<p>Staff development needs are identified through performance management and appraisals.</p> <p>All staff are trained and supported in all areas of special needs that are currently identified in our school.</p> <p>CPD training is offered regularly on: Behaviour, Speech and language programmes, Autism and Dyslexia.</p> <p>The SENCO and Pastoral Support Manager also support staff on a daily basis.</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupils during exams?</p>	<p>Test support arrangements are implemented all year round in preparation for the tests so that SEND children are ready for the tests.</p> <p>In addition, we also have:</p> <ul style="list-style-type: none"> • Booster Groups to give children extra help. • Pre-test breakfast clubs. • Holiday Tuition groups. • Readers or Scribes to help when taking the tests.

	<ul style="list-style-type: none"> • Extra time provided for the tests, when appropriate. • A separate, small classroom for anxious students or students with behaviour difficulties. • Coloured overlays for pupils with dyslexic tendencies and visual stress.
6. How do you share educational progress and outcomes with parents?	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> • Parents Evenings two times a year / Informal Parents discussion sessions once a year. • School progress data updates and annual reports. • Review of SEND paperwork three times a year. • Additional meetings with parents if requested or required. • Review of statements once a year or more often if necessary. • In Early Years Tapestry is used for electronic contact between home and school
7. What external teaching and learning do you offer?	<p>We have support from 'Talkabout' counselling who work with vulnerable children. We have one intervention teacher who works mostly in Years 1 and 2. We have 2 intervention Teaching assistants who work mostly in Years 3,4,5 & 6. We have small group tuition in English and maths. Forest School is a resource for Vulnerable children. It is for 6 whole day sessions off site. Forest School also runs onsite in the school grounds every Friday- this accommodates 2 groups of children from across the school for ½ day for a minimum of 6 weeks, a member of the Wiltshire Outdoor learning team runs this.</p>
8. What arrangements are in place to ensure that support is maintained in 'off-site provision?'	<p>If a child receives off site provision such as Forest School, then a member of our staff accompanies the child at first until they are settled.</p>
9. What work experience opportunities do you offer?	<p>We have children from the local secondary schools come to us for work experience. We have students from local universities who train with us. We offer adults the opportunity to volunteer within school.</p>



Annual Reviews

<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>Our school follows Government and Local Authority (LA) advice when reviewing s EHCPs. This includes:</p> <ul style="list-style-type: none">• Sending invitations to all parties involved with the child• Ensuring documentation from all relevant parties is shared• Ensuring that the review meeting is held at a convenient location• Ensuring that the review meeting is held at a convenient time for parents who work or who have commitments during the day• Ensuring parent’s and pupil’s views are shared and listened to• Consulting with staff prior to the meeting• Making parents aware of parent partnership support• Written report completed following the meeting
<p>2. What arrangements are in place for children with other SEND support needs</p>	<p>To ensure that we are meeting the needs of other children with SEND, we review our provision regularly:</p> <ul style="list-style-type: none">• We constantly monitor all children’s progress and identify children who are struggling at the end of each term (6 times a year)• We monitor intervention programmes, 6 times a year, to ensure they are effective.• We change the groups of children and individuals who are involved in interventions• We review the SEND register and if children have made progress we move them off the register. If a child is falling behind they might be added to the register.• The SENCO, Pastoral Support Manager, Intervention teachers, class teachers and the TAs work very closely to communicate effectively about all SEND children.• Individual Targets (Previously IEPS) are reviewed three times a year with teachers and parents• The SEND Policy is reviewed with the governors every year.



Keeping Children Safe

1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?

We have different handover arrangements depending on the age of the child. The Head teacher or Deputy Head teacher is outside at the start of the day.

At the beginning of the day all the children are allowed onto the playground at 8:30am. At 8:30am the door into the Early Years/Key Stage 1 building and the doors into the Key Stage 2 building are opened and the children walk independently to their classrooms. On the Early Years/KS1 door and the Year2/KS2 door there is a teaching assistant who will greet the children and take any messages the parents may have to their class teachers as soon as the doors shut at 8:40am. The parents of children in the Nurture Centre can accompany their child into the Nurture Centre in the mornings. The gates are locked again by 8:50am.

At the end of the day the main gates into school are unlocked at 2:50pm, the adults collecting the children are able to enter onto the playgrounds and the area outside the main Reception to wait for their children.

The parents with children in Early Years will wait outside the main school reception and the children will be released through the Hall door or the KS1 door, one at a time as the adult who is collecting them is seen.

Children in Year 1(Ebsbury & Fosbury) and Yarnbury Class are walked in a line with their class teacher onto the area to the right of the new play equipment outside the main office. Once the adult who is collecting them is seen by the class teacher at the far end of the playground, the children are released to them. The children should not leave their teacher until their teacher has seen the adult who is collecting them.

The children in Stourhead class are walked onto the large playground and lined up, once the adult who is collecting them is seen by the class teacher the child is released to them. The children should not leave their teacher until their teacher has seen the adult who is collecting them.

Children in Key Stage 2 are taken on to the large playground with their teacher, and are able to walk to meet the adult who is collecting them. If parents request, the children can stay with their teacher until they see the adult who is collecting them (as in Key Stage 1). KS2 Children can go home alone if parents choose this.

If for any reason an adult is not there to collect their child, then the children wait with their class teacher or a member of the office staff in the main school Reception.

Children are not allowed to go home with anyone unless we have written permission from the parent or verbal consent has been received.

If a child is not collected at the expected time, the school always keeps the child safe and contacts parents by

	<p>telephone.</p> <p>Parking facilities are very limited and we ask parents with cars to park in Central car park and walk across the main road at the pedestrian crossing, or to park in Cold Harbour or on Kitchener Road(both of these get very congested at the beginning and end of the school day). We do provide parking permits for Central car park to enable those who have to come from a distance to park and walk a short distance to the school. Disabled parking is available in the School car park in Kitchener Road but you must have a Blue Badge to use this.</p> <p>To ease the congestion we are running a Breakfast Club from 8:00am every day and an After School Club until 5:15pm every day.</p>
2. What support is offered during breaks and lunchtimes?	<p>During break times, members of our school staff are always present on the playground. Pupils who are upset, lonely or worried can access staff during these times. Specialist TA staff will supervise and assist certain pupils if their needs require this.</p> <p>During lunchtime, our MDSAs and TA's support the children, so a familiar face is always visible. We have buddies and play ground leaders, where our older children support the younger children to ensure they are happy.</p> <p>The summer house is used as a quiet place the children can go to sit and talk or read.</p> <p>A PE coach teaches sports and play leaders lead playground games during this time.</p> <p>The children in the Nurture Centre who find the playground challenging will have supervised play with their peers at morning break, and at lunchtime they will eat their lunch as a large family group in Nurture Centre. Other children who find lunchtimes challenging will join them.</p>
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	<p>Risk assessments are undertaken for all school activities and school trips.</p> <p>PE lessons are always led by suitably qualified staff and risk assessments for individuals are undertaken if and when necessary.</p> <p>Our school always ensures that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing.</p> <p>PE equipment is serviced annually to ensure it is in good condition.</p> <p>Pupils' medical conditions are considered and medication is kept close at hand as required, e.g. inhalers.</p> <p>We have 10 members of staff who are 1st aid trained and we always ensure that they are close at hand for such activities.</p>
4. What are the school arrangements for undertaking risk assessments?	All in line with Wiltshire LA recommendations.
5. Where can parents find details of policies on bullying?	All policies that will be of most immediate use to parents can be found on the school website eg the Anti-bullying policy.



Health

(including Emotional Health and Wellbeing)

<p>1. What is the school's policy on administering medication?</p>	<p>Our School has a policy on medication administration, it forms part of the 'Supporting Children with medical conditions' policy, it is ratified and agreed by governors. This can be viewed on our website.</p>
<p>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p>	<ul style="list-style-type: none">• A meeting is held with the parent/carer, SENCO, class teacher, school nurse and any other professional who is involved with the pupil.• The care plan is then shared with all staff in a briefing and monitored by the Phase leader/SENCO every term or sooner if needed.• Parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended.
<p>3. What would the school do in the case of a medical emergency</p>	<ul style="list-style-type: none">• Call 999 if the emergency requires this• Contact a qualified first aider• Contact parent/carer to collect them or pay for a taxi if required• In the absence of parent/carer a first aider and additional member of staff would accompany the pupil to the hospital if necessary• If language is an issue, the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in• Report the matter to the Health & Safety Executive (for more serious medical situations) and adapt Risk Assessment protocols as necessary to help to avoid the situation in the future

<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> • All staff are trained every 2 years on Safeguarding/Child protection procedures • Relevant staff undertake external courses provided by the LA and private companies • Relevant staff are trained on how to use an epi-pen • We have a designated member of staff who is trained on CAF completion and other relevant documents, i.e. EWO referrals, CAMH's referrals etc. • To meet the needs of particular children, the school works closely with a range of outside professionals who provide training for specific learning needs such as Speech & Language, Occupational therapy, visual Impairment, ASD, ADHD, etc. We then follow their guidance.
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • School nurse • Speech and language therapy • Educational Psychologist • Play Therapy professionals • 'Talkabout' Counsellor • Social Skills group sessions – 'The Bridge' • Behaviour support professionals • Pastoral Support Manager input for the family • Visual Impairment team



Communication with Parents

1. How do you ensure that parents know 'who's who' and who they can contact if they have concerns about their child/young person?

Our school aims to work closely with all parents and we communicate with parents in a variety of ways:

- News letter and end of year school report informing parents about staff for the following year
- School Newsletter (termly)
- Home Contact – electronic communication system – emails / texts / Facebook etc.
- Welcome board in the main Reception area of the school.
- School Website
- EYFS welcome meetings & home visits for Early Years pupils
- Parent Information session run by each year group/phase to share expectations for the year ahead
- Open door policy
- Class teacher informs parents about the SENCO & Pastoral Support Manager
- Pastoral Support Manager available to discuss concerns at home
- SENCO informs parents that she is available to talk to them as soon as possible or by appointment
- Curriculum Workshops
- Open mornings / opportunities to visit classes and see how lessons are taught.

2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

We operate an Open Door policy and welcome the opportunity to talk to parents. Our teachers are available to talk to parents most evenings after school. If a lengthy discussion is required then an appointment can be made at a mutually convenient time.

If you need to give the class teacher a message in the morning, then the adult on the door will pass this on to the teacher. If a reply is needed then either the teacher or office staff will phone you at the earliest convenience. If parents wish to discuss something more confidential the Head teacher and Deputy Head teacher/ SENCO are available at the start and end of the day.

All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after. All staff are happy to speak to parents on the phone either at lunchtime or after school.

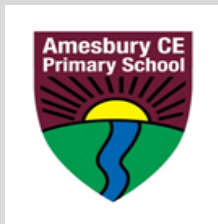
<p>3. How do you keep parents updated with their child/young person's progress?</p>	<p>We update parents about their child's progress in a number of ways</p> <ul style="list-style-type: none"> • Parents evenings – formal and informal • School reports • Telephone calls • Informal chats after school • Parents/ Teachers can make an appointment
<p>4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> • We have open mornings, every Tuesday in October- this is mostly for prospective Early Years parents. • Parents are also welcome to visit the school at other times, by appointment. • We also have sessions when parents can visit to see how pupils learn in the classrooms or to meet with teachers to find out about how we teach the curriculum, e.g. Maths calculation methods, phonics. • We also invite parents to come in for special evenings and to let them know what to expect for the coming year, so that the school & parents can work together.
<p>5 How can parents give feedback to the school?</p>	<p>Parents can feedback in a number of ways</p> <ul style="list-style-type: none"> • Parents Evenings • Telephone calls / writing letters • Governor meetings • Annual Surveys • Suggestion box • Arrange to see staff at a mutually convenient time. • Ofsted's Parent view.



Working Together

1. Do you have home/school contracts?	Our school has a home/school agreement, it is available on the school website. The agreement encourages parents to ensure that their child completes their home learning, that their child is in school on time and that their child has good attendance.
2. What opportunities do you offer for pupils to have their say? e.g. School Council	Our School offers a range of opportunities for pupils to have their say. These include: <ul style="list-style-type: none">• School Council - once a week• Eco Council• Sports Ambassadors/ Sports Council• Collective Worship/Prayer Group• Suggestion boxes• Staff listen to children on an informal basis – this often leads to much of our charity work, e.g. raising money for local cancer charities• Annual Pupil & School Council Surveys• Children can always speak to any member staff that they feel comfortable with.• Active learning in the classroom where the children are encouraged to challenge each other.
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none">• Parents Evenings• SEND Review meetings• Annual Parent Survey• Open door policy• Arranging a meeting with teachers.• Governors meetings• Ofsted's Parent view.
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none">• Every parent is automatically a member of the 'Amesbury Primary School' Parent Teacher Association.• Parents are invited to volunteer at the school and will receive DBS clearance & appropriate training where necessary – this may be with: hearing readers, helping with clubs or assisting with school trips, talk to the children during Aspiration Days etc.• Parents are invited to be governors via letters, newsletters or the school website.

<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)</p>	<ul style="list-style-type: none"> • Our school has a named Governor linked to SEND & a named Governor linked to Safeguarding / Child Protection. They are regularly trained and updated with the work of the school. • Governors agree the deployment of resources to enable a variety of support agencies to work with families, e.g. the Pastoral Support Manager and the provision of the school funded Nurture Centre.. • The SEND Fusion team, which consists of SENCo, 2 Link Governors, Pastoral Support Manager, & the Interventions teachers meet a minimum of 4 times a year to discuss current and future provision and priorities.
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What Help and Support is available for the Family?

<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<ul style="list-style-type: none"> • Our school does offer help with completing forms as required, e.g. Free School Meal forms – office staff would help, SEND forms – the SENCO would help, forms related to help from outside agencies – the Pastoral Support Manager would help. • Parents are offered this service at a parental meeting or by phone. • Parents are always welcome to call into the school office to receive assistance with the filling out of forms.
<p>2. What information, advice and guidance can parents access through the school? Who normally provides this help and how would they access this?</p>	<ul style="list-style-type: none"> • Our school has a Pastoral Support Manager who works very closely with parents and supports them in numerous ways, including help with dealing with other agencies such as social care and housing. We also work closely with parents to try and ensure consistency in routines at home and at school to enable them to cope with any challenging behaviour their child might display. • Additional useful information for parents is available on the school website in our ‘Useful Links for Parents’ section.
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<ul style="list-style-type: none"> • The school would assist the parents to access the support of the Local Authority Transport Department or Social Services, where appropriate. • The school will put parents in touch with others who live nearby if this is requested.



Transition from Primary School and School Leavers

<p>1. What support does the school offer for year 6 pupils leaving the school? (e.g. visits to the secondary school, buddying, etc)</p>	<p>We have close links with our nearest secondary school, The Stonehenge School, and most of our pupils attend there when they leave us.</p> <ul style="list-style-type: none"> • Year 7 Head of Year/ Deputy Head teacher visits primary schools to speak to pupils in Year 6 • Year 6 pupils visit the school in the final term of Year 6 • Year 5 pupils visit the school for a taster day prior to applying for a place • SEND pupils and/or vulnerable pupils have additional visits in the months leading up to transition. • Year 7 Head of Year and SENCo meet with our Y6 teachers and SENCo to discuss pupils and to ensure that they will be moving into appropriate groups in secondary school. • Year 5 & 6 pupils attend special events at the Stonehenge School throughout year 5 & 6 to familiarise themselves with the school. Eg Production rehearsals, ICT project and for selected pupils: sports events, Rock Band project, • Secondary School SENCo is invited to all Year 5 & Year 6 Annual Reviews and CAF meetings.
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<ul style="list-style-type: none"> • The school offers a Breakfast Club from 8am-8.30am every morning – this is a drop in session which does not have to be booked. • The school offers an After School Club (The ARK) which runs every day from 3:00-5:15pm. There are 2 options – Option 1 from 3:00-4:00pm (£2.50) and option 2 from 3:00 – 5:15pm (£6.00). There is a cost for this and sessions will need to be booked in advance. • A local after-school provider(Amesbury After School Kid’s Club) collects pupils at the end of the day to walk to the Amesbury Sports Centre who provide an after-school club until 6:00pm. They also provide a Breakfast Club from 7:30am and will walk the children to school for the start of the day.
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<ul style="list-style-type: none"> • The school provides a variety of different sports clubs, either after school or at lunch times, these vary according to the time of year – eg football, diamond cricket, athletics, basketball these are free to attend and normally run until 4:00pm (football 4:30pm) • School also provides an afterschool club, the ARK there is a cost for this (see above) • The Summer house is used by pupils who are anxious about the hustle and bustle of the playground so they

	<p>can take part in quieter activities.</p> <ul style="list-style-type: none"> • We have play equipment in the playground for pupils to access, this is constantly supervised by staff. • We have clarinet lessons at lunchtime, this does require a small payment as it is provided by Wiltshire Music Service. • We also signpost families and children to Brownies, Cheerleading and Tae-Kwando which are held in the school hall in the evenings.
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> • We run clubs on a Friday afternoon from 1:00-2:00pm for all pupils in Years 1-6. The clubs are linked to our behaviour policy; all children are invited to choose a club of their choice for the term and they work hard to make the right choices throughout the week so that they can attend. Clubs can include: cooking, finger knitting, art, animation, dance, Makaton signing, library, chill out, dodgeball, badminton, football etc. • The school has a 'Charging and Remissions Policy' (available on the Website) to ensure that pupils from families who are economically disadvantaged are encouraged to talk to school should they require free or heavily subsidised places on all trips or residential. Alternatively, the families are encouraged to apply for grants from various local charities. • Risk assessments and pre-visits are carried out and 1 to 1 support or small group support is provided for pupils as necessary. • When invitations go out for trips, the quieter, more vulnerable student may be approached personally and persuaded to give it a go. Experienced, trained TAs accompany the majority of trips and can be there to support.
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> • Friendship is often discussed in class and assemblies & role-play sessions help to reinforce positive approaches to making friends. A 'Circle of friends' intervention would be completed. • Our teachers and TAs support the children at break times and lunchtimes, encouraging them to play co-operatively. • We use a Buddy system and Playground Leaders at lunch time to help pupils to get along • Pupils who have particular issues with making friends will be supported with regular social group sessions to build up their skills. They would also be invited to the Nurture Centre at lunchtime in order to build up their confidence in playing alongside others in a supportive environment.

Please visit <http://amesbury.wilts.sch.uk/> to see copies of all of our school policies in the '**Home**' section. Printed versions of all policies are available on request from the school office.