

The Primary 'SEND Offer' 2017 - 18

Special Educational Needs and Disability (SEND)

Eastbury Community Primary Phase is an inclusive Primary setting and may offer the following range of provision to pupils with SEND over and above Quality First Teaching.

- Social skills programmes/support including strategies to enhance self-esteem
- Small groups informed by Nurture group principles
- Small group and circle time turn-taking games to support interactions
- Personalised social stories (eg to support obligatory wearing of school uniform)
- One-to-one Teaching Assistant support to develop awareness of social skills

Access to a supportive environment – ICT facilities/equipment/resources

- Pre-teaching of vocabulary
- Access to own voice recording equipment for verbal rehearsal to support written work
- Access to ICT software to support learning (eg Book Bugs, Espresso, Communicate in print)
- Prompt and Reminder cards for organisational purposes
- Visual symbols (eg Objects of Reference, PECs)

Strategies/programmes to support speech and language

- Access to Speech and Language Therapy service for assessment, review and modelling for staff and parents
- Delivery of planned Speech and Language intervention by a Teaching Asst.
- In-class support from teaching staff for recommended Speech and Language

Strategies/ Mentoring activities

- Use of Talk Partners
- Use of peer mentoring e.g. for shared writing activities
- Use of play leaders and monitors for lunch and playtimes

Strategies/Programmes to support Occupational Therapy/Physiotherapy needs

- Access to Occupational Therapy Service for assessment, review and modelling for staff and parents
- Delivery of planned interventions by a Teaching Assistant

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Meet and greet at start of day and staff available at the end of day
- CAMHS referral
- Regular and ongoing liaison with parents through coffee mornings, curriculum information sessions and lesson observation opportunities

Strategies to support/modify behaviour

- One-to-one behaviour support from designated Teaching Assistants
- Individual Behaviour Support Plans in consultation with parents and staff
- Home/school liaison books
- Social stories
- External advice from the Behaviour team, Educational psychology Service, LA Inclusion Support team
- Use of time-out area, Golden time, and Incentive schemes

Strategies to support/develop literacy

- Withdrawal in small group for catch up literacy programmes by trained Teaching Assistants
- Daily reading support and Better Reading Partnership support
- Planned, personalised intervention for groups and individuals
- Small group/one-to-one kinesthetic handwriting programmes
- After school clubs eg. Film club, multi-sports, Art and textiles,
- Childville breakfast and afterschool clubs
- Talk Boost sessions

Strategies to support/develop numeracy

- Withdrawal in small group for catch up maths activities
- Withdrawal for one-to-one and small group following an adapted curriculum
- Numicon
- maths Booster sessions in year 2

Provision to facilitate access to the curriculum

- In-class small group support from Teacher/Teaching Assistant
- One-to-one support to facilitate use of modified resources and access to an adapted curriculum
- Specialist approaches to teaching including structured teaching principles, setting up of workstations
- Use of a personalised curriculum

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Meet and greet at start of day and staff available at the end of day
- CAMHS referral
- Access to a Parent Support Adviser, including family support work and sessions for individual children
- Regular and ongoing liaison with parents through coffee mornings, curriculum information sessions and lesson observation opportunities

Strategies to support/modify behaviour

- One-to-one behaviour support from designated Teaching Assistants
- Individual Behaviour Support Plans in consultation with parents and staff
- Home/school liaison books
- Social stories
- External advice from the Behaviour team, Educational psychology Service, LA Inclusion Support team
- Use of time-out area, School Behaviour Rules Positive Behaviour prompts (Based on the work of Dr. Bill Rogers) and Incentive schemes – ‘Stay on Green’

Support/supervision at unstructured times of the day including personal care

- Social stories to support personal care/playtime social interactions
- Support with personal care from Teaching Assistant
- Named teaching assistant at lunchtime to support play/interactions with others/keep safe

Planning and assessment

- Individual Education Plan (IEP) and Behaviour Plans
- Statement of Special Educational Needs
- Annual Statement review meeting
- Personalised targets
- Termly review of targets with child and parents
- Use of P-levels and PIVATS
- Use of Early Years and Foundation Stage (EYFS) goals
- Use of Ages and Stages for the Early Years Curriculum
- Benchmarking for reading levels

Liaison/Communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with wide range of external professionals
- Regular progress meetings with parents
- Team Around the Family meetings (TAF) to support implementation of Common

Assessment Framework (CAF)

- Explanation of professional reports and related school provision plan to parents
- Reports to external agencies regarding EHCPs and Referrals

Medical interventions

- Liaison with/training from external medical professionals
- Individual Health Care Plans for children with significant medical needs and allergies
- Access to advice/assessment from external school nurse
- One-to-one support from trained school staff for life-saving interventions (eg use of Epi pen)

For a child with complex SEND, the frequency of such provision may result in the school applying for additional funding to support them, known as 'Top Up Funding'. In order to meet the needs of a child with significant behavioural, emotional and social needs, 'Dowry Funding' may need to be applied for.