

## St. Andrew's C of E VC Primary School Offer

### Special Educational Needs and Disability (SEND)

St. Andrew's School is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all of our children.

<b>Intervention</b>
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> <li>• One –to –one Teaching Assistant support to enhance self – esteem</li> <li>• Circle of Friends</li> <li>• Turn taking in games in small groups with Teaching Assistant to support interactions</li> <li>• Sharing reading with other year groups</li> <li>• Personalised social stories ( to support behaviour and changing environments)</li> </ul>
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> <li>• Pre- teaching vocabulary</li> <li>• Access to I.T. software ( e.g. Word shark, Phonicsplay, )</li> <li>• Specialist equipment to aid physical needs (e.g. ramps, specialised changing mats, wheelchair provision, portable hearing aids)</li> <li>• Staff trained in supporting individual needs (e.g. personal care, Diabetic pump monitoring and input, Hearing aid use, makaton)</li> <li>• Visual timetables</li> <li>• Access to school Ipads and two children with ipads for individual use.</li> <li>• Visualisers and smartboards in all classrooms</li> <li>• Specialist equipment to access the curriculum</li> <li>• Pre- teaching and review of strategies and vocabulary</li> </ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Interventions from Speech and Language Therapist</li> <li>• In-class support from teaching staff for recommended speech and language strategies</li> <li>• Members of staff trained in Makaton</li> <li>• Support on a weekly basis by trained TA</li> </ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"> <li>• Buddy systems</li> <li>• Use of talk partners</li> <li>• Use of peer work(e.g. for shared writing activities, modelling work)</li> <li>• Older children supporting children with their reading</li> <li>• Trained TA working with children through play therapy</li> <li>• SENCo support for children through talk play</li> </ul>
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> <li>• Support and advice from OT and PT</li> <li>• Delivery of advice and strategies from OT and PT by Teaching Assistants</li> </ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Meet and greet at start of day for children experiencing emotional or physical needs</li> <li>• One-to-one support with same member of staff for children with exceptional needs</li> <li>• CAMHS (child and Adolescent Mental Health Services) referral</li> <li>• In- school Active Listener ( play therapy and talk time )</li> <li>• Home/school communication books</li> </ul>

<ul style="list-style-type: none"> <li>• Regular meetings between staff and parents, including Achievement For All conversations</li> <li>• Regular CAF (Common Assessment Framework) meetings</li> </ul>
<p>Strategies to support/develop literacy inc. Reading</p> <ul style="list-style-type: none"> <li>• Withdrawal in small group for catch up literacy programmes (e.g. Write words, HI5!, Project X Code, rapid Reading)</li> <li>• One-to-one support with SENCo using individual programme to target Dyslexic tendencies</li> <li>• Small phonics intervention groups</li> <li>• Use of Visual, Auditory and Kinaesthetic equipment to support the curriculum (e.g. worrbanks, dyslexia friendly ICT boards and displays)</li> <li>• One-to-one support for literacy (Individual Education Plan) targets</li> <li>• External advice/assessment/programme from SpLD Base Specialist teacher</li> <li>• One-to-one tuition programme following on from Base sessions</li> </ul>
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> <li>• Use of time out area</li> <li>• Individual Behaviour Plans created in consultation with parents/ guardians</li> <li>• Reward system in place</li> <li>• Social stories</li> <li>• One-to-one behaviour support from teaching Assistant</li> <li>• Circle of Friends</li> <li>• Use of School's behaviour policy</li> <li>• Referral to River's ESC</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Withdrawal in small group for catch up maths activities (e.g. wave 3 Numicon)</li> <li>• Trained teacher employed to deliver maths support</li> <li>• Use of Visual, Auditory and Kinaesthetic equipment to support the curriculum (e.g. Numicon, counting string beads, cubes)</li> <li>• Small group support and tuition</li> </ul>
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• In class small group support from teaching Assistant</li> <li>• One-to-one support from Teaching Assistant to support or facilitate use of modified resources</li> <li>• Use of personalised curriculum</li> <li>• Differentiated curriculum</li> <li>• Pre-learning</li> <li>• Individual risk assessments carried out for specialised activities and school trips</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual recorders ( promote independent learning)</li> <li>• Word mats</li> <li>• Adapted curriculum</li> <li>• Peer support</li> <li>• Modified resources and use of kinaesthetic resources</li> <li>• Alternative methods of recording their learning</li> </ul>
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> <li>• Social stories to support personal care/ playtime social interactions</li> <li>• Support with personal care from teaching Assistant</li> <li>• Pupil mentor playground support</li> <li>• Named teaching assistant at lunchtime to support play/interactions with other/keep safe</li> </ul>

<ul style="list-style-type: none"> <li>• Two trained Teaching Assistants to monitor and administer insulin via pump</li> </ul>
<p>Planning and assessment</p> <ul style="list-style-type: none"> <li>• Individual Education Plan (IEP)</li> <li>• Statement of Special Educational Needs/ EHC plan</li> <li>• CAF working alongside outside agencies</li> <li>• Targets set following advice from outside agencies</li> <li>• Termly review targets with child and parents</li> <li>• Use of P-levels</li> <li>• Use of Early Years and Foundation Stage (EYFS) goals</li> <li>• Pupil Progress meetings termly</li> </ul>
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> <li>• Liaison with wide range of external professionals</li> <li>• Regular progress meetings with parents</li> <li>• Team Around the Family meetings (TAF) to support implementation of Common Assessment Framework (CAF)</li> <li>• Child in Need meetings</li> <li>• Support offered to parents to explain professional reports and related school provision plan</li> <li>• Working alongside Attendance Improvement Officer</li> <li>• Parents offered support during selection of secondary schools</li> <li>• AFA conversations with chosen families</li> </ul>
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> <li>• Liaison with/training from external medical professionals</li> <li>• Development of independent strategies for the use of self-help therapy exercises/equipment</li> <li>• Individual protocols for children with significant medical needs and allergies</li> <li>• Provision of aids and resources to support learning</li> <li>• Access to advice/assessment from external school nurse</li> <li>• One-to-one support from trained school staff for life-saving interventions (eg use of Epi pen, Defib machine)</li> <li>• Health Care Plans created with parents and professionals where necessary</li> <li>• Staff trained in life-saving interventions to support children</li> </ul>

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

