

School Local Offer - Special Educational Needs and Disability (SEND)



Reviewed September 2016



St Paul's CofE VC Junior School is an inclusive school and may offer the following range of provision to support children with SEND

INTERVENTION

Social Skills programmes/support including strategies to enhance self-esteem

- Practical skills programme for individual children or small groups. Ranging from 30 mins to 5hrs per week.
- Playground buddies
- Social stories used to discuss events.
- Talk About
- Trained ELSA (emotional literacy support assistant)

Lunch time clubs Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Prompt and reminder cards for organisational purposes.
- Pre teaching of strategies and vocabulary.
- Access to laptop / Ipad.
- Clicker writing software.
- Scribe for two-layer writing.
- Specialist equipment to access the curriculum
- Access to sensory room

Strategies/programmes to support speech and language

- Interventions from a highly experienced Teaching Assistant.
- Delivery of a speech and language programme by a TA.
- Talk partners.
- Pre-learning of vocabulary.
- Use of visual strategies to support language.
- Programmes specifically developed based on care plans provided by Speech and Language therapists.

Mentoring activities

- Use of peer mentoring.
- Mentoring support from SENCO or TA.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Intervention from an Occupational Therapist/Physiotherapist
- Delivery of planned programmes by a TA
- Provision of equipment advised by specialist.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Planned programme of support from SENCO/TA.
- Meet and greet session at the start of the day.
- Regular parental contact sessions / home school link book.
- Counsellor from Parent, Family Support Advisor (PFSA).
- Referral to Child and Adult Mental Health Service (CAMHs)
- Work with Early Help Workers (EHAs)

Strategies to support/develop English including reading

- Small group support in class through guided teaching.
- Withdrawal in a small group by TA or SENCO for planned catch up programmes.
- Withdrawal for 1:1 planned programme intervention by TA or SENCO.
- Some interventions may be delivered by the Headteacher /Subject Co-Ordinators.
- Phonic interventions delivered by an experienced Teachers and Teaching Assistants .

Strategies to support/develop Mathematics

- Small group support in class through guided teaching.
- Withdrawal in small group for planned interventions by TA or SENCO.
- Withdrawal for 1:1 teaching of planned programme by TA or SENCO.
- Some interventions may be delivered by the Headteacher /Subject Co-ordinators.

Provision to facilitate/support access to the curriculum

- Small group support from TA.
- 1:1 support in the classroom from a TA to facilitate access.
- Use of specialist equipment such as seating, soundfield systems, personal screen for visually impaired.
- Use of personalised curriculum.

Strategies to support modify behaviour

- Use of the school's behaviour policy (available on school website.)
- Time out and Buddy classes.
- Social skills/behaviour modification groups.
- Home/school contact book.
- Visual timetable.
- Support, materials from Mendip Inclusion base

Strategies/support to develop independent learning

- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Access to personal ICT.
- Chunking of activities.
- Use of individualised success criteria.

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

- Learning mentor at play/lunchtimes.
- Named TA at playtime.
- Named midday supervisor at lunchtime.

- Lunch time clubs, jobs and responsibilities.

Planning and assessment

- Individual Learning Plan and Provision Maps.
- Individual targets.
- Regular review of targets with child and parents.
- Pastoral Support Plans
- Positive Handling Plans

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals e.g. Educational Psychologist, PFSA, SpLD base, Autism support team, Speech and Language support team, CAMHs, Mendip Inclusion, Mendip Partnership School and transition schools.
- Regular progress meetings with parents.
- Explanation of professional reports to parents.
- Home/school contact book.

Access to Medical Interventions

- Strategies for the use of personal medication.
- Individual protocols for children with significant medical needs and allergies.
- Provision of aids and resources to support learning.
- Access to the school dedicated first aider.
- Individual support plans for pupils with short term medical needs.
- 1:1 support for life saving interventions.
- Access to Physical Impairment Medical Support Team (PIMs)

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.