



Special Educational Needs and Disability (SEND)

2016 - 2017

Grove Road Primary 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

- Small group turn-taking games with Teaching Assistant to support interactions
- One-to-one teaching assistant support to develop awareness of social skills
- Personalised social stories
- Learning Mentor support sessions
- Celebration of achievements in Celebration Assembly
- Shooting Star award from Headteacher to celebrate achievements
- Behaviour Ladder in every classroom enabling pupils to move up to the sun as a celebration of achievement
- House Forums gives opportunities to share children's ideas
- Children from Reception – Year 6 belong to a 'House' and can earn house points towards the House Cup award, promoting collaboration and team involvement
- Classroom and public area display boards celebrate children's work
- The school works with local Education Support Base to support individuals
- Children work towards use of the four Learning Habits across all aspects of school life
- Lunchtime and after school sports clubs

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

- Pre-teaching of strategies and vocabulary
- Access to IT software to support learning
- Access to a laptop if needed
- Access to I – pads and appropriate APPs to support learning
- Visual timetables to support independent access and an understanding of routines
- Use of steps to success and success criteria written in books alongside the learning objective
- Teachers use marking to show progress and what the next steps are to improve further
- Oral feedback from teachers
- 'Learning Walls' displayed in every classroom
- The four Learning Habits displayed in every classroom
- Use of specialised equipment as required e.g. pencil grips, writing slopes and easy grip rulers, sound systems
- Independent access to differentiated resources such as use of pictures and word mats
- Maths practical resources available e.g. Diennes bricks, 100 squares, Unifix bricks

Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme by a Teaching Assistant supported by a Speech and Language Therapist
- Increased visual prompts for learning
- Staff trained to use Makaton sign language
- Communications/Conversation groups led by support staff and SENCo
- Use of 'Talk Partners' in the whole class situation to boost confidence and participation
- Two members of staff 'Elklan' trained to support children with speech and language difficulties

Mentoring activities

- Use of talk partners
- Support by a member of staff, usually the SENCo, Headteacher, Assistant Headteacher or Deputy Headteacher
- Use of Buddies, Year 5 linking with a Reception buddy for shared reading and activities
- Family group reading activities in KS1
- Family engagement in 'Busy Fingers' in EYFS to boost parental engagement
- 'Building Blocks' programme for parents to support learning in the Reception classes
- Learning Mentor support program, for those children who have expressed anxieties, struggled with friendships or confidence as well as those who qualify for Pupil Premium Grant funding.

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

- Interventions from an Occupational Therapist/Physiotherapist as required
- Delivery of planned Occupational Therapy/Physiotherapy programmes by a trained Learning Support Assistant
- Staff attending training delivered by Occupational Therapist/Physiotherapist to support children's specific needs

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

- Meet and greet sessions at the start of each day
- In-class Teaching Assistant support to build up trust with one member of staff
- Regular Parental contact sessions as appropriate
- Additional transition support for some Year 6 children
- Support for individuals or groups from Education Support Centre as required
- Drawing and Talking therapy sessions
- 1:1 talking sessions with SENCo
- Regular contact with parents through meetings, telephone conversations or via e-mail
- Transitions booklets for children, anxious about changing year group, to scaffold and

- support with changes to routine, staff and classroom
- Use of strategies offered by outside agencies such as the Educational Psychologist and the Communications Team
- Learning Mentor support

Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Teaching
- Withdrawal in small group for Wave 2 literacy activities (phonics, 5 minute write and comprehension groups)
- Priority readers – children read to an adult in school on a 1:1 basis
- External advice/assessment/programme development from SpLD Base specialist adviser
- Small group/one-to-one handwriting sessions
- Additional SENCo support/ teaching assistant for small groups/individual children in class or in groups
- Wave 3 individual support for reading and writing (Fischer Family Trust)

Strategies to support/develop numeracy

- Small group support in class through Guided Teaching
- Wave 2 small group for catch up maths activities (Springboard)
- Wave 3 for 1:1 teaching
- Use of computer programmes and I – Pad APPs
- Use of concrete apparatus, as appropriate
- Pre-teaching of vocabulary and topics

Strategies to support/ modify behaviour

- Consistent use of the school's behaviour policy (available on the school website)
- 'Stretchy Play' to support pupils experiencing difficulties on the playground
- Individual behaviour support plans
- Individual target charts
- Interventions and/or advice from Education Support Centre
- Social Stories
- Social skills support groups
- Weekly Blue Sky Playtime session
- Individual risk assessments when taking part in educational off-site visits
- Pastoral Support Plan meetings with pupil, parents and school

Provision to facilitate/support access to the curriculum

- In-class small group support from Teaching Assistant
- 1:1 support in-class from Teaching Assistant to support or facilitate use of modified resources
- Specialist equipment as specified in the supportive environment section
- Use of personalised curriculum
- Appropriately modified resources
- Organisation of classroom furniture and seating arrangements
- Support for physical education activities as required

Strategies/support to develop independent learning

- Use of visual timetables, checklists, timers, personalised word mats (may be topic based), scaffolded writing tasks
- Differentiated learning objectives
- Differentiated use of success criteria and steps to success
- Pre-teaching of vocabulary and subject content
- Learning wall and other visual displays
- Access to personal laptop and adapted ICT equipment
- Adapted curriculum/modified resources/alternative methods of recording
- Peer support
- Promoting and teaching of the 4 Learning Habits, including independence
- Use of Assessment for Learning to identify next steps and/or gaps in understanding
- Home Learning grids

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

- Social stories to support personal care/playtime social interactions
- Buddies
- Additional adult support
- Zoned playground i.e. quiet playground, skills playground, busy playground
- Playground equipment available to promote varied and engaging play opportunities
- MSAs taking part in training to help them resolve playground conflicts
- Playground Mentors
- Blue Sky Playtime to model ideas and strategies for effective/successful play
- All staff aware of the Behaviour Ladder within the Behaviour Policy

Planning and assessment

- Provision maps to meet the needs of the cohort
- Half termly review of progress and next steps analysis
- Meeting with outside agencies as required
- Timetabled support plans (based on Provision Maps)
- Impact analysis to track success of interventions and support

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

- Liaison with a wide range of professionals
- Regular contact with parents through meetings, phone conversations or via e-mail
- Meetings with parents to discuss professional reports and advice
- Team around the Family (TAF) to support the implementation of Common Assessment Framework (CAF)
- Dedicated School Family Worker
- Close links with the Orchard Children's Centre

Access to Medical Interventions

- Protocols and strategies for the use of personal medication as a part of the Health and Safety policy
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Liaison with the school nurse and other professionals
- Implementation of advice following training by professionals such as the occupational therapist and hearing impairment advisory teacher
- Individual support plans and risk assessments for pupils with short term medical needs
- 1:1 support from trained school staff for life-saving interventions such as the use of epipens/jextpens
- Individualised risk assessments when off-site educational visits take place
- Individual Education Healthcare Plans for children with more complex SEND

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.