

## Green Lanes Primary School



### Special Educational Needs and Disability (SEND)-updated January 2017

Green Lanes Primary School is an inclusive school and may offer the following range of provision to support children with SEND.

<b>Interventions</b>
<p>Social Skill programmes/support including strategies to enhance self-esteem.</p> <ul style="list-style-type: none"> <li>• Once a week practical skills programme for a small group of 2/3 children</li> <li>• Once a week practical skills programme for an individual child</li> <li>• Social skills session by school counsellor</li> <li>• Support from Park Education Support Centre</li> </ul>
<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> <li>• Pre teaching of strategies and vocabulary</li> <li>• Access to laptop / iPads /</li> <li>• Touch typing lessons weekly</li> <li>• Prompt and reminder cards for organisational purposes</li> <li>• Specialist equipment to access curriculum</li> <li>• Independent resources for all subjects</li> <li>• Weekly homework clubs</li> <li>• Calming Sensory room</li> </ul>
<p>Strategies /programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Speech and Language Learning Support assistant providing assessment and support</li> <li>• Intervention from Speech and Language therapist.</li> <li>• Delivery of a personal Speech and Language programme from specially trained staff</li> <li>• Support from class Teaching Assistant within the class.</li> </ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"> <li>• Use of peer mentoring for Learning and Social inclusion</li> <li>• Individual mentor support from named member of staff once a week</li> <li>• Once a week practical skills programme for a Nurture group of K 1 and KS2 pupils</li> <li>• 1 to 1 support using Time to Talk and Emotional Literacy activities</li> <li>• Nurture group targeting Early Years 3 x week</li> <li>• Family Nurture Group 1 x hr week – after school activities to include all family and focussing on healthy eating</li> <li>• Social Stories</li> </ul>
<p>Strategies to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> <li>• Intervention from Occupational Therapist/Physiotherapist</li> <li>• Delivery of a planned Occupational Therapy/Physiotherapy programme by skilled teaching assistant</li> </ul>
<p>Strategies to reduce anxiety/promote educational wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Planned support from Learning mentor once a week</li> <li>• Planned support from classroom teaching assistant</li> <li>• Meet and greet at the start of the day</li> <li>• Parental contact session at the end of each week</li> <li>• Home / School contact book daily.</li> <li>• Referral to CAMHS through GP or CAF</li> <li>• Art therapy</li> <li>• Pen portraits and pre-visits to secondary schools to support transition.</li> <li>• Calm boxes and calm areas. Calm room to de-stress.</li> <li>• Feelings thermometers</li> <li>• Protective Behaviours ethos throughout school</li> <li>• Stress Buster and Anti bullying workshops</li> </ul>

Strategies to support/develop literacy including reading.

- Individual support in class through Guided Reading
- Individual daily reading to teaching assistant/class teacher/paired reading
- Specialised reading schemes for struggling readers
- Withdrawal in a small group for 'Catch-up literacy activities' – using specific Intervention programmes
- Withdrawal by a specialist Learning Support Assistant for 1:1 support
- 1:1 or small group tuition at the end of the school day from a qualified teacher.
- IT Club Literacy support once a week.
- Delivery of a planned SPLD programme by a specialist Learning Support Assistant
- Inclusion in 3 x weekly peer mentoring group
- Fisher Family Trust
- EAL conversation groups

Strategies to modify behaviour

- Use of the school's behaviour policy.
- Behaviour support team to access and support individual needs
- Individual Behaviour plan and Daily Behaviour record
- Social skills/Behaviour modification group using Social skills programmes
- Time-out support
- Use of room designed specifically for calming.
- Use of Emotional Literacy programmes and support
- Support / Intervention from Outreach Behaviour specialist.
- Nurture groups
- Social stories
- Individual resources e.g. visual timetable
- Non-verbal cue cards for behaviour and emotions.

Strategies to support/develop numeracy

- Individual support in class through Guided Teaching.
- Withdrawal in a small group for 'Catch-up Numeracy activities' using specific intervention programmes.
- Withdrawal by a specialist Learning Support Assistant for 1:1 support
- 1:1 tuition at the end of the school day from a qualified teacher.
- IT Club Numeracy support once a week
- Appropriate independent resources
- Inclusion in 3 x weekly peer mentoring group

Provision to facilitate /support access to learning

- Small group support in class from classroom teaching assistant or teacher
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources.
- Specialist equipment including writing slopes and specialised writing equipment
- Personalised curriculum
- Touch typing lessons from qualified typist

Strategies /support to develop independent learning

- Use of visual timetables and independent checklists
- Visible Steps to Success / reminders
- Pre-teaching of vocabulary and context
- 'Chunking' of activities
- Individual success criteria and 'Next Steps' targets.
- Independent- friendly classroom

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

- Named Midday Supervisor at lunchtimes

<ul style="list-style-type: none"> <li>• Playtime buddy system</li> <li>• Reduced lunchtime – spent with TA and buddy.</li> <li>• Lunch club with 2 adults for 30 mins then 30 mins in playground.</li> </ul>
<p>Planning and Assessment</p> <ul style="list-style-type: none"> <li>• Individual Provision map</li> <li>• Regular review of targets and progress with child and parents</li> <li>• Termly monitoring of progress levels</li> <li>• Behaviour management plans</li> <li>• Annual Reading and Spelling ages assessed.</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 professionals</li> <li>• Regular progress meetings with parents</li> <li>• Explanation of professional reports to parents</li> <li>• Termly Parent Consultations</li> <li>• Weekly drop-in SEND session</li> <li>• Family Nurture Group 1 x hr week – after school activities to include all family and focussing on healthy eating</li> <li>• Half-termly Coffee sessions</li> <li>• Parent support groups for specific needs</li> <li>• Attendance at and reports written for all assessments made by outside agencies when required.</li> </ul>
<p>Medical interventions.</p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication</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 school nurse</li> <li>• Individual support plans</li> <li>• Paediatric first trained staff</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