

## All Saints CEVA Primary School Local Offer

### Special Educational Needs and Disability (SEND)

All Saints CEVA School is an inclusive school and may offer the following range of provision to support children with SEND.

<b>Intervention</b>
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"><li>• 30 min p.w. practical skills programme for an individual child or small group.</li><li>• Playground buddies</li><li>• Social stories used to discuss events.</li><li>• Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.</li></ul>
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"><li>• Prompt and reminder cards for organisational purposes.</li><li>• Pre teaching of strategies and vocabulary.</li><li>• Access to laptops and iPads.</li><li>• Use of scribe.</li><li>• Specialist equipment to access the curriculum.</li></ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"><li>• Interventions from a Speech and Language Therapist.</li><li>• Delivery of a speech and language programme by a T.A.</li><li>• Talk partners.</li><li>• Pre-learning of vocabulary.</li><li>• Use of visual strategies to support language.</li></ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"><li>• Use of peer mentoring.</li><li>• Mentoring support from Inclusion Leader or TA.</li></ul>
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"><li>• Intervention from an Occupational Therapist/Physiotherapist</li><li>• Delivery of planned programmes by a TA</li><li>• Provision of equipment advised by specialist.</li></ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"><li>• Planned programme of support from Inclusion Leader/TA.</li><li>• Meet and greet session at the start of the day.</li><li>• Regular parental contact sessions / home school book.</li><li>• Referral to Child and Adult Mental Health Service</li><li>• Work with Family Support Workers (EHAs)</li></ul>
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"><li>• Small group support in class through guided teaching.</li><li>• Fresh Start Read Write Inc daily sessions</li><li>• Withdrawal in a small group by TA or Inclusion Leader for planned catch up programmes. (eg: Fresh Start)</li><li>• Withdrawal for 1:1 planned programme intervention by TA or Inclusion Leader</li></ul>
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"><li>• Use of the school's behaviour policy (available on school website.)</li><li>• Time out.</li><li>• Social skills/behaviour modification groups.</li><li>• Home/school contact book.</li><li>• Visual time table.</li><li>• Referral outside agency behaviour specialists</li></ul>

<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Small group support in class through guided teaching.</li> <li>• Withdrawal in small group for planned interventions by TA or Inclusion Leader.</li> <li>• Withdrawal for 1:1 teaching of planned programme by TA or Inclusion Leader.</li> <li>• Use of RMEasimaths in school and at home.</li> </ul>
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• Small group support from TA.</li> <li>• 1:1 support in the classroom from a TA to facilitate access.</li> <li>• Use of specialist equipment such as seating, ear defenders, work stations</li> <li>• Use of personalised curriculum.</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Use of visual timetables and checklists.</li> <li>• Pre-teaching of vocabulary and content.</li> <li>• Access to personal ICT.</li> <li>• Chunking of activities.</li> <li>• Use of individualised success criteria.</li> <li>• Use of eardefenders</li> </ul>
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> <li>• Adult Support at play/lunchtimes.</li> <li>• Named TA at playtime.</li> <li>• Named midday supervisor at lunchtime.</li> <li>• Lunch time clubs, jobs and responsibilities.</li> <li>• Access to 'The Zone'.</li> </ul>
<p>Planning and assessment</p> <ul style="list-style-type: none"> <li>• Individual Education Plan where required and Provision Maps.</li> <li>• Individual targets.</li> <li>• Regular review of targets with child and parents.</li> </ul>
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> <li>• Liason with a wide range of professionals e.g. Educational Psychologist, behaviour support team, Autism support team, Speech and Language support team, CAMHs and transition schools.</li> <li>• Regular progress meetings with parents.</li> <li>• Explanation of professional reports to parents.</li> <li>• Home/school contact book.</li> </ul>
<p>Access to 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 the school nurse.</li> <li>• Individual support plans for pupils with short term medical needs.</li> <li>• 1:1 support for life saving interventions.</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 High Needs Funding.