

## Special Educational Needs and Disability (SEND)

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

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

<p><b>Intervention and SEND Support at Berkswell C of E Primary School</b></p> <p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"><li>• Social groups for targeted children; Time for Talk, Socially speaking, circle of friends &amp; SEAL.</li><li>• Specialist support working with individual children with specific needs</li><li>• One to one support in unstructured social environments</li><li>• Transition programme to support induction at new schools and transition to new classes</li><li>•</li></ul>
<p><b>Strategies / programmes to support speech and language (S&amp;L/S&amp;LT)</b></p> <ul style="list-style-type: none"><li>• Support and advice from a Speech &amp; Language Therapist</li><li>• Delivery of a planned Speech and Language programme from a teaching assistant following advice from a Speech and Language Therapist - LA training on 'language for learning.'</li><li>• Early intervention before entry to school from the Local Authority Under 6 Team</li><li>• Visual task boards and cue cards</li></ul> <p>Inclusion Development Plan (IDP) - ASD toolkit</p>
<p><b>Access to a supportive environment - IT facilities / equipment / resources (Inc. preparation)</b></p> <ul style="list-style-type: none"><li>• The school will provide specialist aids and equipment in accordance with assessed needs.</li><li>• The LA provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.</li><li>• Visual timetable for individual pupils</li><li>• Visual task boards</li><li>• Pre teaching and review of strategies and vocabulary</li><li>• Access to netbooks / laptops/ipads</li><li>• Dictaphones (alternative method of recording)</li><li>• Flexible teaching space (one to one or group work)</li></ul>

**Mentoring activities**

- Use of talk partners during whole class and group sessions
- Designated child mentor
- Playground monitors
- One to one and group support through Family Support Worker

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

- Support and advice from Occupational Therapist and Physiotherapist
- Delivery of planned Occupational Therapy / Physiotherapy from a teaching assistant e.g. BEAM, BBC Dance Mat (touch typing) & Write from the Start (Teodorescu)
- Specific resources to support individual needs e.g. Writing slopes / posture supports/pencil grips/fiddle toys

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

- Meet and greet sessions at the start of each day for individual pupils
- Home / school communication books
- Review meetings for SEN Support Plus & EHCP pupils.
- Referral to CAMHS
- Referral to Educational Psychologist
- Access to Family Support Worker
- Planned programme of support from Learning Support Assistant for individual children
- Access to Solihull Inclusion & Support Service for individualised support
- Use of Visual cue cards & timetables

**Strategies to support / develop literacy Inc. reading**

- Small group and one to one support in class
- Withdrawal in a small group or one to one for literacy intervention programmes such as Early Literacy Support read write Inc, Phonics & Target groups
- ICT programs - word shark & clicker
- Support from teacher and teaching assistant on specific IEP targets (SEN Support Plus & EHCP pupils).
- Access to SISS for academic support (planned programs of intervention).
- Targeted intervention (phonics): Dancing Bears, Direct Phonics & Action words.

**Strategies to support / develop numeracy**

- Small group and one to one support in class
- Withdrawal in a small group or one to one for numeracy intervention programmes such as Numicon, Wave 3 (supporting children with gaps in their mathematical understanding) & Number shark
- Support from teacher and teaching assistant on specific IEP targets

**Strategies to facilitate / support access to the curriculum**

- Provision maps for pupils with specific needs on SEN support
- Small group and one to one support in class from teaching assistant / teacher to facilitate access through support and modified resources
- Target groups (Reading, writing, maths & phonics)
- Specialist equipment, as appropriate
- Support from teacher and teaching assistant on specific IEP targets through the curriculum

**Strategies / support to develop independent learning**

- Use of visual timetables
- Pre teaching and review of content and vocabulary
- Access to ICT - including the schools 'extranet'
- School focus on learning to learn through Building Learning Programme
- Creativity across the curriculum
- Specific targets in IEPs
- Managed transition programme for moving to secondary to school
- Investment in netbooks, laptops and ipads across the school.

**Strategies to support / modify behaviour**

- Use of the school's behaviour policy
- Social skills intervention programme e.g. SEAL & comic strip conversations
- Support and advice from SISS SEMH (Social, Emotional & Mental Health)
- Use of positive handling plans for individual children
- Access to Family Support Worker
- Support from teacher and teaching assistant on specific IEP targets

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

- Trained staff in behaviour management and first aid
- Learning Support Assistants supporting pupils with severe and complex needs
- All staff Epipen trained

**Planning and assessment**

- Individual Education Plans (reviewed every term) - Formal meetings with parents every term (SEN Support Plus & EHCP pupils).
- Target Groups for SEN Support pupils.
- Individual targets (SEN Support + & EHCP)
- Differentiated activities to meet individual needs
- Pupil Progress meetings every  $\frac{1}{2}$  term to track progress and inform future planning and intervention as required.

**Liaison / communication with professionals / parents/ carers & pupils, attendance at meetings and preparation of reports**

At Berkswell School we work in partnership with the parents/carers to plan and review any SEND support. We have an open door policy and strong home/school communication links.

- Liaison with a wide range of professionals e.g. SISS (CLD, SPI, SEMH & under 6) & EdPsych.
- Regular review meetings with parents (Termly for SEN Support + & EHCP pupils).
- Review of progress at parent consultation evenings (SEN Support)
- Parents and Carers invited to attend all review meetings or provide their views
- Signposting for parents and carers provided by Family Support Worker / SENCo / SISS / LINCS
- Pupil & Parent Voice - Questionnaires

**Access to medical interventions (Inc. physical needs)**

- Strategies for the use of personal medication
- Disabled toilet
- Individual care plans for children with significant medical needs and allergies
- Provision of aids and resources to support the learning of individual pupils with specific needs as specified by professionals
- Access to the School Nurse
- Risk assessments in place for individuals, if specified by professionals
- Staff first aid trained
- All staff Epipen trained
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**Supporting children in moving between phases of education and preparing for adulthood**

- Planned pupil progress meetings 3 times a year to track progress and attainment.
- IEP and intervention records are working documents that are updated as an on-going process to inform future teaching and learning for children with SEN.
- Transition meetings across phases and year groups.
- Review meetings with parents and teachers from different phases at the end of a key stage (SEN Support + & those children with a statement/EHCP).
- Links with local secondary schools for transition for SEN and vulnerable children.
- FS1 - Home visits and a programme of induction activities to enable children to settle quickly into school and to initiate relationships between school and home.
- Links with pre-school and other early years childcare providers.

**Securing expertise among teachers or other professionals**

- Planned CPD opportunities; courses, regular school self-evaluation, observations, cycle of performance management linked to teachers' standards, observations and regular planning and assessment meetings.

**Staff Expertise:**

At Berkswell School we are committed to providing and facilitating attendance at in-service training in the area of SEN for all staff. An annual need analysis will be undertaken to identify the training needs of all staff. Over the past few years a number of our staff have undertaken training in the following areas;

- Working with children with Autistic Spectrum Disorder
- Numicon Training (Maths resource)
- Language for Learning
- ELS (Early Literacy Support)
- CAF - Common Assessment Framework

The SENCo and teachers work closely with specialists from external support services who may provide advice or direct support as appropriate.

**Enabling children and young people with SEN to have access to facilities and extra-curricular activities**

- Register for sports clubs every half term
- Equal opportunities ensure all children are able to attend extra-curricular clubs and activities.
- Sign-posting for 'Talented' children (which includes children with SEN)

For children with severe and complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child (EHC Plan).

