



Provision for pupils with Special Educational Needs and Disability (SEND) at Trent CE Primary School

Trent CE Primary School is an inclusive school and offers the following range of provision to support children with Special Educational Needs and Disability (SEND). Many of these activities are used with pupils we feel are at risk of under achievement. Such pupils are not in need of SEN Support because of the effectiveness of these interventions.

Intervention

Social Skills support including strategies to enhance self-esteem

- Full time Therapeutic Support HLTA in school
- Interventions room in school

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

- Use of appropriate visual timetables
- Access to laptops
- Key text enlarged /change of colour backgrounds where necessary
- Pre-teaching of strategies and vocabulary
- Specialist equipment to access curriculum
- iPads continuously available
- Smart boards in each class

Strategies/programmes to support speech and language

- Interventions from Speech and Language Therapy Services
- Implementation/delivery of Speech and Language Toolkit by Trained TAs in school where applicable.
- Makaton trained HLTA used when necessary

Mentoring activities

- Use of learning partners
- Year 6 play leaders – in addition to lunchtime staff
- Local authority advisors available when necessary

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

- Delivery of planned Occupational Therapy/Physiotherapy programme by trained Sports Coach.
- Targets implemented into class P.E. session where possible.
- ‘Smart Moves/ Tiger Team’ programme run in school

Strategies to reduce anxiety/promote emotional wellbeing (including

communication with parents)

- 'Open door' policy for parents
- Lunchtime Nurture group
- Individual support for each child by
- Referral to appropriate outside agencies
- Lunchtime clubs/sport
- Termly review meetings
- Close links with local family support workers

Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Reading
- One-to-one Literacy support each day for a small number of children
- Small group extra literacy support – all classes
- Spelling groups (Tracks Literacy)
- Reading Mentors
- Daily reading at Breakfast Club

Strategies to support/modify behaviour

- Use of school's behaviour policy and PSHE policy
- Restorative justice programme
- Time out
- Anger management groups
- Quiet/calming down areas
- Pastoral support programmes

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Maths interventions
- Personalised Targets and individual programme
- One to one tuition for a small number of children
- Numicon

Provision to facilitate/support access to the curriculum

- Quality first teaching for all children
- Small group support from TA
- TA in each class
- Closely targeted and limited one to one support from a TA
- Resources adapted so they are easily accessible to all children
- Specialist equipment
- Multi-sensory approach

Strategies/support to develop independent learning

- Individualised targets shared before Parent Consultations

Easy access to resources
Scaffolding / differentiation
Additional SEND resources in class which allow children to focus on their learning
Choice of 'challenges' to complete
Always encouraged to move their learning forward
Shared ownership of learning

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

Good ratio of lunchtime supervisors
Named lunchtime supervisors for an individual child where necessary
Year 6 Play leaders
Quiet club

Planning and assessment

Individual learning targets updated weekly
Learning Reviews

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

Liaison with a wide range of professionals
Regular meetings with parents
Support for parents who have concerns – open door policy
Regular attendance at meetings for children with SEND
Attendance at regular SEND conferences
Links with specialist family support workers

Access to Medical Interventions

Staff trained in First Aid
Implementation of Health Care Plans
Access to the school nurse

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.

Reviewed January 2019
Next review June 2020