



## **Schools Contribution to the Kent Local Offer for Pupils with Special Educational Needs and Disability (SEND)**

*Reviewed September 2016*

### **TIMU Academy Trust schools are inclusive and may offer the following range of provision to support children with SEND.**

*If your child has a disability/learning difficulty, you may find the following information regarding the type of provision available at TIMU Academy Trust useful. If you would like to know more, you can find further information in our SEND policy. You should also refer to the admission procedures for the year of application.*

We welcome all children from our local communities and want everyone to receive an outstanding education. Although we are committed to making reasonable adjustments, we do need to recognise that we are limited in terms of resource and expertise in comparison to some specialist settings.

## **Interventions**

### **Social skills programmes/support including strategies to enhance self esteem**

- Social Skills and Nurture programmes/support including strategies to enhance self-esteem and to develop responsibility of making right choices
- Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need (Black sheep programmes to teach children how to maintain friendships, deal with minor disputes, understand the emotions of others and apply own strategies to deal with negative feelings)
- Our Teaching for Learning Policy identifies that marking shows “what went well” as well as “it would be even better if” to enhance esteem and so that children understand how to improve their work
- We have weekly challenge champion assemblies to reward good effort, achievement, being a good citizen or sportsperson etc.
- Our Stay on Green Behaviour system is used throughout the school to help children to feel safe and confident
- We have “Play buddies” at playtime who are older, who will play games with less confident children and a Buddy system in place Yr6/Yr1; Yr5/Rec
- Each class has representation on the school council
- Each class is in a School Community with years R – 6, siblings are in the same community as each other and the older children support and protect the younger children

- Heart Maths and classroom Emotions chart to support and develop emotional development

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

- Staff have access to the software, Communication in Print to produce printed matter. We have Clicker 6 available throughout the school.
- Access to laptops/ ipads as part of normal class provision.
- Microphone system available to enhance hearing in main hall.
- Devices for additional recording eg. Cameras, video recorders, voice recorders
- Audio books for group readers
- Individual work stations
- Classroom resources are clearly labelled, with symbol/pictures to encourage independence.
- Coloured overlays are provided to individuals who experience visual stress. Alternative coloured paper may also be required by individuals.
- Pupils are positioned in an appropriate position within the classroom to meet the specific needs e.g. physical, visual or hearing impairments
- Children can access time out areas as required/or directed

### **Strategies/programmes to support speech and language**

- We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child's parents at home in a 1-to-1 or individual setting (as suggested by the therapist).
- Supported "show and tell activities" for FS/KS1 pupils
- All children assessed using Speechlink, Language link and Black Sheep programmes and support provided if needs are identified

### **Mentoring activities**

- In class strategies such as talking partners used
- Play buddies in the playground at lunchtime
- Qualified Teaching Assistants out during lunchtime to provide good quality support
- Circle of Friends provided for targeted children
- Nurture individual/group support to develop confidence to make right choices

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

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their Individual Education Plan. An example of this might be by using the "Speed-Up" or "Write from the Start" handwriting programmes.
- We provide some small items such as writing slopes or pencil grips as required.
- Sensory breaks

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

- We can provide "meet and greet" for anxious pupils, for example school refusers

- We have Play buddies at lunchtime
- We access and work alongside the Early Help family support service
- We have an open door policy for anxious parents or parents of anxious pupils.
- We collaborate with our School Nurse to support pupils with emotional needs
- We do transition work at school to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group with a move-up session with their new teacher.
- We provide photobooks of the new teacher/ classroom etc. for certain pupils who need a visual prompt.
- Buddy system in place Yr6/Yr1; Yr5/Rec.

### **Strategies to support/develop literacy inc. reading**

- Small group/ individual support for example with additional guided reading or phonics
- Additional guided reading/ comprehension practice
- Booster classes where appropriate
- Interventions for those with specific difficulties or specific learning needs.
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies such as STLS, Meadowfield Outreach or our Educational Psychologist.
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing.
- Multi-sensory approaches to learning
- Writing frames are provided to support children who find planning and organisation challenging
- Alternative recording methods are offered to individuals as required in order to fully access learning.
- Sounds Write programme is delivered by trained staff extensively across the Academy Trust to support pupils' acquisition of phonics

### **Strategies to support modify behaviour**

- Positive behaviour strategies (in line with our Behaviour Policy)
- We reward positive behaviours and discourage others
- We work closely with the SEN team pupils who have significant difficulties with their behaviour and self-esteem
- We respect the rights of all children to access learning

### **Strategies to support/develop numeracy**

- Small group/ individual support for example with additional practice for number bonds or tables
- Use of small visual apparatus to support all learners
- Booster classes where appropriate for children
- Access to small apparatus for example for counting in Maths, number squares, numicon etc.
- Personalised activities as appropriate

### **Strategies/support to develop independent learning**

- Vocabulary displayed in classrooms
- Word cards

- Visual timetables
- Seating arrangements to allow a working buddy
- Personalised activities/lessons and workstation if needed

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

- Play buddies available to organise play with younger children at lunch time, under the supervision of a Teaching Assistant
- Reminding pupils to visit the toilet frequently.
- Allowing certain pupils with medical needs quick access to use the toilet at any time
- Reminders to drink water frequently for certain pupils
- Buddies play with younger children at lunchtime

### **Planning and assessment**

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all.
- Teachers also plan additional provision for small groups and individuals to support learning needs.
- Teachers write provision maps for some pupils who are not making adequate progress.
- Teachers assess pupils daily to see how they are accessing their learning.
- For pupils with SEND they apply the criteria for access arrangement for pupils taking externally marked or moderated tests.

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

- All parents receive 3 school reports each year. The summer term report is more detailed. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office.
- There are termly opportunities for all parents to review their child's progress through termly reports or at Parents Consultation Evenings or Open Afternoons.
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- For pupils with Individual Learning Plans the class teacher will contact parents termly to review progress and discuss new targets.
- For pupils working with outside agencies such as, Speech and Language Therapist, Educational Psychologist etc, parents will be invited into school to meet with these outside professionals to understand the nature of the work taking place.
- We contact parents termly to express our concerns and offer support to those whose children have poor attendance.
- We operate with the Early Help system and have frequent Child or Family meetings for some families. We liaise with our local Primary Early Help Support Worker who can support families in need.
- Occasionally we have Pastoral Support Plans in place with some families where pupils are at risk of exclusion.

## **Educational Health Care Plans (EHCPs)**

EHCPs have replaced the statement of Special Education Needs. In one document it will include Special Education Provision, Health Provision and Social Care Provision.

Kent County Council SEND department will be responsible for the EHCPs and reviews will be held at least once a year to make sure the progress is being made.

## **Access to Medical Interventions**

Many staff are trained in basic first aid, care for pupils with epilepsy and anaphylaxis (Epipen) We make all reasonable adjustments, in accordance with a pupil's Healthcare Plan from their GP/Specialist Nurse, to support pupils (for example, those with Type 1 diabetes)

**For children with complex SEND, the frequency of such provision may occasionally result in the school applying for additional funding to support a child, known as High Needs Funding. The complexity of SEND for these children will be at a severity of that rarely seen in other schools across the county.**