

Cowley Hill Primary School

Special Educational Needs and Disability (SEND)

Cowley Hill Primary School is an inclusive school and may offer the following range of provision to support children with SEND. This document indicates the range of support available at Cowley Hill, it does not mean that every child has access to all resources and strategies referred to. We look at the individual child and make a professional decision based on an analysis of their specific needs.

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem, develop the skills to make and sustain friendships and learn strategies to manage conflict in the playground.</p> <ul style="list-style-type: none"> • Weekly practical skills programme for small groups of 2 – 4 children • Playground support for individual children
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary • Over-teaching new strategies • Prompt and reminder cards for strategies, organisational purposes and scaffolding tasks • Access to own laptop for individual children (one with adapted keyboard) • Use of Dragon Easyspeak to record ideas/ some written tasks for individual children • Use of digital voice recorder to record ideas/ some written tasks for individual children
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Two specialist provision bases for children with profound/ severe speech and language difficulties • Interventions for Speech and Language Therapists • All staff trained in basic Makaton with key staff trained to a higher level • Delivery of planned Speech and Language programmes for individual children from trained teaching assistants • Support from staff trained in speech and language strategies • Linguistically modified and visually supported approach to the curriculum
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Use of talk partners • Playground buddies
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Involvement of Step 2 programme support (if appropriate) • Protective Behaviours programme for individual children • Referral to CAMHS (if appropriate)
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Small group support in class through Guided Reading • Withdrawal in a small group with specialist teacher for 'Catch-up Literacy activities' • 1 to 1 tuition from a qualified teacher • Small group intervention programmes with class teacher/ teaching assistant to target gaps in learning • Additional individual reading for targeted children
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> • Use of the school's behaviour policy

<ul style="list-style-type: none"> • Time out • Social skills/ behaviour modification programmes • Interventions from The Park ESC Behaviour Support • Referral to Educational Psychology Services for individual children if appropriate
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • 1 to 1 tuition from a qualified teacher • Small group intervention programmes with class teacher/ teaching assistant to target gaps in learning
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support from classroom teaching assistant • 1:1 support in classroom from teaching assistant for individual children as appropriate to facilitate access through support/ modified resources • Use of personalised curriculum • Use of Dragon Easyspeak to record ideas/ some written tasks for individual children • Use of digital voice recorder to record ideas/ some written tasks for individual children
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables and checklists • Clearly labelled and easily accessible classroom resources • Pre-teaching of key vocabulary • Access to personal IT resources • Scaffolding of activities • Use of individualised success criteria • Individual targets
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • KS2 Playleaders in KS1 playground at lunchtime • Wide variety of resources available for children to use (sports equipment, games, playground equipment) • Teaching assistant support on playground to support behaviour for individual children as required
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Individual Education Plans • Individual targets for literacy and numeracy • Pupil Progress meetings between Leadership Team and class teachers • Regular review of targets with child/ parents
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals (e.g. Health Visitors, School Nurse, Social Workers, Educational Psychologists, Occupational Therapists, Children's Centre Outreach Workers) • Regular progress meetings with parents • Explanation of professional reports to parents
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Individual protocols for children with significant medical needs and allergies • Access to School Nurse • Individual support plans for children with specific medical needs • Strategies for the use of personal medication

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.