

Highbury Infant and Nursery School

Special Educational Needs and Disability (SEND) – Provision Overview

<p>Highbury Infant and Nursery School is an inclusive school and may offer the following range of provision to support children with SEND</p>
<p>Intervention</p>
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • Use of social stories • Small group social skills work
<p>Access to a supportive environment/access to the curriculum – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Prompt and reminder cards for organisational purposes • Pre teaching of strategies and vocabulary • Use of computers and voice recorders • Specialist/modified equipment to access the curriculum such as seating, soundfield systems etc
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Liaison with Speech and Language Therapist • Delivery of planned Speech and Language targets from a specialist teaching assistant
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Use of talk partners • Individual mentor time
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Delivery of a planned Occupational Therapy/Physiotherapy programme from a specialist teaching assistant • Support to fulfil occupational therapy targets in class
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Planned programme of support from an adult trained in Drawing and Talking Therapy • Meet and greet session at the start of each day • Communication system between home and school • Transition programmes between year groups/the link junior school
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Small group support in class through Guided Teaching • Withdrawal in a small group for 'Catch-up Literacy activities' • Withdrawal by a teaching assistant for 1:1 support

Strategies to support modify behaviour

- Use of the school's behaviour policy (available on school website)
- Time out
- Social skills/behaviour modification groups

Strategies to support/develop numeracy

- Withdrawal in a small group for 'Catch-up numeracy activities'
- Withdrawal by a specialist teaching assistant for 1:1 support
- Small group support in class

Strategies/support to develop independent learning

- Use of visual timetables and checklists
- Pre teaching of vocabulary and content
- Access to computer
- 'Chunking' of activities
- Task planners

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

- Play leader at lunch times
- Buddies

Planning and assessment

- Individual Education Plan and provision mapping
- Regular review of targets with child and parents

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

- Liaison with a wide range of professionals
- Regular progress meetings/phone calls with parents
- Explanation of professional reports to parents

Access to Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding, known as Exceptional Needs Funding