

Overview of Provision.

Special Educational Needs and Disability (SEND)

High Beeches School is an inclusive school and may offer the following range of provision to support children with SEND

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none">• 30 min p.w. practical skills programme for an individual child or small group.• Playground buddies• Social stories used to discuss events.• Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.
<p>Access to a supportive environment – 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.* Access to own laptop.* Clicker 4 writing software.* Scribe for two-layer writing.* Specialist equipment to access the curriculum.
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none">• Interventions from a Speech and Language Therapist.• Delivery of a speech and language programme by a T.A.• Talk partners.• Pre-learning of vocabulary.• Use of visual strategies to support language.
<p>Mentoring activities</p> <ul style="list-style-type: none">• Use of peer mentoring.• Mentoring support from SENCO or TA.
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none">• Intervention from an Occupational Therapist/Physiotherapist• Delivery of planned programmes by a TA• Provision of equipment advised by specialist.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none">• Planned programme of support from SENCO/TA.• Social skills games, activities.• Worry box.• Playground support.• Meet and greet session at the start of the day.• Regular parental contact sessions / home school link book.• Counsellor from extended schools consortium.• Educational Psychologist support.• Referral to Child and Adult Mental Health Service

<ul style="list-style-type: none"> • Work with Family Support Workers (CAFs)
<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 by TA or SENCO for planned catch up programmes. • Withdrawal for 1:1 planned programme intervention by TA or SENCO. • Two layer reading / writing. • Support, materials from Windermere SpLD base.
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> • Use of the school's behaviour policy (available on school website.) • Time out. • Social skills/behaviour modification groups. • Home/school contact book. • Visual time table. • Referral to LINKS or Behaviour Support Team.
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Small group support in class through guided teaching. • Withdrawal in small group for planned interventions by TA or SENCO. • Withdrawal for 1:1 teaching of planned programme by TA or SENCO.
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support from TA. • 1:1 support in the classroom from a TA to facilitate access. • Use of specialist equipment such as seating, soundfield systems, personal screen for visually impaired. • Use of personalised curriculum.
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables and checklists. • Pre-teaching of vocabulary and content. • Access to personal ICT. • Chunking of activities. • Use of individualised success criteria.
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Learning mentor at play/lunchtimes. • Named TA at playtime. • Named midday supervisor at lunchtime. • Lunch time clubs, jobs and responsibilities.
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Individual Education Plan and Provision Maps.. • Individual targets. • Regular review of targets with child and parents.
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p>

- Liaison with a wide range of professionals e.g. Educational Psychologist, LINKS behaviour support team, SpLD base, Autism support team, Speech and Language support team, CAMHs and transition schools.
- Regular progress meetings with parents.
- Explanation of professional reports to parents.
- Home/school contact book.

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.
- 1:1 support for life saving interventions.

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.

