

**Summary of services/support at OLASJ**

		Provision for all children	Additional provision for children with SEND including those with Education & Health Care Plans (EHCP)
Communication and Interaction Needs.	Autistic Spectrum Condition	Quality 1 <sup>st</sup> wave teaching Liaise with ACT team Liaise with family support services Differentiated work to meet the child's needs ACT training for identified / all staff Nurture room with some sensory items within school	Personalised timetables Visual timetables Using special interests as a motivator 1:1 or group work on personal targets Resources to meet children's individual needs such as visual timetables, ear defenders. Additional transition arrangements if required, such as visits to school. Children provided with individual areas if required. Providing 1:1 support for playtimes and lunchtimes Parents signposted to further help and support.

	<p>Speech, Language, and Communication Needs.</p>	<p>Quality 1<sup>st</sup> wave teaching to include differentiation.</p> <p>Referrals made to community SALT team.</p> <p>Opportunities for speaking and listening are planned for, in order to develop early speech and listening skills.</p> <p>Staff trained in Talk Boost.</p> <p>Guided talk sessions</p>	<p>Staff trained in using Makaton</p> <p>PECs used to enable communication</p> <p>1 to 1 sessions planned for children working SALT</p> <p>Specific times planned for to provide opportunities for meaningful interaction</p> <p>Talk Boost sessions in small groups</p> <p>RWInc sessions for older children with SLCN</p> <p>Use of visual timetables</p>
<p>Cognition and Learning Needs</p>	<p>Moderate Learning Needs</p>	<p>Quality 1<sup>st</sup> wave teaching with appropriate differentiation and multi-sensory teaching styles.</p> <p>Group interventions</p> <p>Refer to and liaise with Learning Support Services (LSS).</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Staff trained in a variety of intervention techniques to support the child</p>	<p>Support available from the Early Years Support Team in FS.</p> <p>Assessment, advice and LSP targets from LSS end FS2 onwards</p> <p>Timetables are adapted to suit individual children's needs.</p> <p>1:1 teaching delivered by teacher or teaching assistant to support with targets.</p> <p>Differentiated work to enable all children to achieve learning objectives</p>

	Specific Learning Difficulties	<p>Quality 1<sup>st</sup> wave teaching with appropriate differentiation</p> <p>Group interventions</p> <p>Refer to and liaise with Learning Support Services (LSS).</p> <p>Refer to and liaise with the Educational Psychology Service (EPS).</p> <p>Staff trained in a variety of intervention techniques to support the child</p>	<p>School delivers a range of specific programmes to suit each individual need.</p> <p>1:1 teaching delivered by teacher or teaching assistant to support with targets.</p>
Social, Emotional and Mental Health Needs	Social Needs	<p>Quality 1<sup>st</sup> wave teaching especially in PSHE, SEAL and circle time</p> <p>Educational psychologist advice,</p> <p>Liaise with Family Support Services</p> <p>Referral to CAHMS</p> <p>Referral to Social Care if Child Protection issues have been identified.</p>	Nurture groups
	Emotional Needs	<p>Quality 1<sup>st</sup> wave teaching especially in PSHE, SEAL and circle time</p> <p>Educational psychologist advice,</p> <p>Liaise with Family Support Services</p> <p>Referral to CAHMS</p> <p>Referral to Social Care if Child Protection issues have been identified.</p>	Nurture groups

	Mental Health Needs	<p>Quality 1<sup>st</sup> wave teaching especially in PSHE, SEAL and circle time</p> <p>Educational psychologist advice,</p> <p>Liaise with Family Support Services</p> <p>Referral to CAMHS</p> <p>Referral to Social Care if Child Protection issues have been identified.</p>	Mental Health worker in school
Sensory and Physical Needs	Hearing Impairment Needs	<p>Early identification</p> <p>Resources to support as required</p> <p>Referral to school nurse</p>	<p>1 to 1 sessions or actions planned for children working with HIP</p> <p>Classroom adaptations</p>
	Visual Impairment Needs	<p>Early identification</p> <p>Resources to support as required</p> <p>Referral to school nurse</p>	<p>Large text provided</p> <p>Classroom adaptations</p> <p>1 to 1 sessions or actions planned for children working with VIP</p>
	Multi-Sensory Impairment Needs	<p>Early identification</p> <p>Resources to support as required</p> <p>Referral to school nurse / OT</p> <p>Sensory checklist to identify specific sensory needs</p> <p>Staff training in sensory needs and appropriate strategies to support these.</p>	<p>Flexibility in routines</p> <p>Reducing and/or increasing the sensory stimulation in the environment to match the identified needs of the specific child</p>

Physical and Medical Needs	Physical Needs	<p>Disable lifts have been fitted in the school.</p> <p>Disabled toilets are situated throughout school</p> <p>Refer to Occupational Therapist (OT).</p> <p>Refer to Physiotherapist.</p>	<p>Intervention groups supporting fine and gross motor skills</p> <p>Classroom/school adaptations</p>
	Medical Needs	<p>Records are made when medication is administered.</p> <p>All staff are first aid trained and this is updated regularly.</p>	Care plans formulated and reviewed.

Type of support	Details
Whole school behaviour strategy/system	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Identified learning behaviours taught and focussed on across school</li> <li>• Positive behaviour reward systems adopted</li> <li>• Incentives to promote good behaviour e.g. team points</li> <li>• Assemblies to recognise and celebrate children's learning behaviours and school values</li> </ul>
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	<ul style="list-style-type: none"> <li>• Differentiated curriculum planned and delivered</li> <li>• IEP's created</li> <li>• Personalised timetables created where needed</li> <li>• Support in class provided, e.g. 1:1 and group teaching</li> <li>• Trained TA's to support individuals and groups of children appropriately</li> </ul>
Support/supervision at unstructured times of the day including personal care	<ul style="list-style-type: none"> <li>• Trained TA's to support individuals and groups of children appropriately</li> <li>• Supervision by trained lunch time staff</li> <li>• Supervision by staff at all times whilst in the playground</li> </ul>

<p>Planning for, assessment of, and identification of children with SEND</p>	<ul style="list-style-type: none"> <li>• Regular pupil progress meetings held identifying needs and underachievement</li> <li>• Class based intervention initially</li> <li>• Referrals made to outside agencies for advice and support in liaison and agreement with parents</li> </ul>
<p>Staff training for meeting needs of children with SEND</p>	<ul style="list-style-type: none"> <li>• Senco attends local training and meetings</li> <li>• Training available offered to identified staff based on children needs</li> <li>• Moving and handling training</li> <li>• First aid training</li> <li>• Safeguarding training</li> </ul>
<p>Liaison/communication with parents</p>	<ul style="list-style-type: none"> <li>• Open evenings</li> <li>• EHCP and SEN plan review meetings</li> <li>• IEP meetings</li> <li>• LSP target review meetings</li> <li>• Meetings with parents on request</li> <li>• Open door policy in Foundation Stage</li> <li>• New parent meetings</li> <li>• Team Around the Child meetings held, when required</li> <li>• Transition evenings for Foundation 1 and 2 parents</li> <li>• Stay and play sessions for Foundation 1 children and parents</li> <li>• Letters home</li> <li>• School website</li> <li>• Class blogs on the website</li> <li>• School text service</li> </ul>
<p>Liaison/communication with children and young people</p>	<ul style="list-style-type: none"> <li>• School council meetings</li> <li>• Children review and contribute to plans in place</li> <li>• Regular assemblies</li> </ul>

Liaison/communication with External Services	<ul style="list-style-type: none"> <li>• Strong links with the church and wider community</li> <li>• Buy back packages with LSS and EPS service</li> <li>• Hallam caring service</li> <li>• Education off site when identified</li> <li>• Educational visits planned</li> <li>• Educational visitors come in to school</li> </ul>
Transition Provision	<ul style="list-style-type: none"> <li>• Transition programme for children moving to secondary school.</li> <li>• Visits to Early Years settings made to meet new children</li> <li>• Liaison with Portage , CDC</li> <li>• Changeover day, where children will spend the day in their new class and meet their new teacher</li> <li>• Stay and play sessions for F1 children. Parents can leave their children if they have turned 3.</li> </ul>