



SEND & Accessibility

At St Gregory the Great Primary school all children can expect to be treated with respect and dignity. All children will have access to:

- Quality First teaching with appropriate differentiation (including best SEN practice).
- Visual aids to support key vocabulary, concepts and themes.
- School adheres to guidelines on physical access.
- Accelerated Reader Programme 'Reading Gladiators' and Guided Reading 'DEAR'.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.
- Whole school policy for behaviour management with a graduated response.
- Group circle time.
- Key Person approach.
- Anti-bullying policy.
- Safeguarding.
- Attachment based practice.

Children with SEND can also expect a support structure that is relevant to their need, reasonable adjustments and recognition. This will be delivered through named interventions with relevant success criteria, provision mapping, Individual Outcomes plans, tracking and assessment of need, Behaviour Management Plans (where relevant), support from external agencies and Advisory Teacher input.

Sensory and/or physical needs.

This covers students who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, dyspraxia

Support for targeted groups of students may include

- Handwriting /fine motor/keyboard skills training.
- Group discussions and information giving from our qualified school nurse.
- Access to assistive technology, software, audio digital books and other relevant technologies.
- Access to teaching assistant support and specially created resources.

Targeted individual support many include

- EHCP
- Personalised support plans.
- 1:1 Outside Agency support from Advisory Teachers.
- Individual handwriting support and fine motor skills training.
- Specialist equipment and materials, such as low vision aids and braille resources.
- Access to assistive technology, software, audio digital books and embossers.
- Targeted TA support for complex medical needs, including practical support.

Communication and Interaction.

This can include:

- Understanding language.
- Using language.
- Understanding how to communicate socially with other people.
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay.
- Stammering or word pronunciation/formation.

Support for targeted groups of students may include

- Assessment and identification of language need and feedback to parents and staff.
- Small group Social communication sessions with a specialist teacher or teaching assistant.
- Prescribed Speech and Language Therapist Modules which include; vocabulary, inference and deduction and language building.
- In-class Teaching Assistant support in some lessons
- Small group Forest School sessions.
- Nurture Network Group.
- Lego to Express.
- Art Room

- Technology led guided play support.

Targeted individual support may include

- 1:1 session with a Speech and Language therapist.
- Individual teaching assistant support in some mainstream lessons.
- 1:1 support outside the classroom.
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review)
- Specialist support from external agencies and advisory teachers.
- Individual Now and Next boards

Other reasonable adjustments may include the use of ear defenders, extra processing time, use of the Sensory Space and individual work stations with screens in the classroom.

Social, emotional health or mental health.

This describes those who experience short but significant periods of high anxiety, stress, distress or anger that affect their education, as well as individuals who have a range of longer-term recognised mental health conditions.

Challenges presented can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Expectations of home and school

Targeted support for small groups may include

- Breakfast club.
- Resilience Programme
- Nurture Network Group
- Art Room
- Trauma mentoring.
- Lunch club
- Intervention groups such as 'Secrets of Success' to support self-esteem and confidence.

- In-class support in some lessons.

Support for individual students may include

- 1:1 mentoring.
- Referral to Counselling services.
- Outside agency input (eg. Educational Psychologist, Early Help, CAMHS).
- Flexible timetables.
- In-class support and Individual Behaviour Management plans for students at risk of exclusion.
- Personal Support Plan and Outcomes plan to support students at risk of permanent exclusion.
- Support from Health and Social Care team/ school nurse.
- Family support through Early Help.
- Looked After Child support and links to Virtual School.

Difficulties with learning and literacy.

This can include:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Students may have conditions such as Specific Learning Difficulties, dyslexia, general learning difficulties, AD(H)D, Fragile X, Down Syndrome..
- Students may present with difficulties that do not have a specific title

Targeted support for small groups may include

- Blocks of 1:1 and small group lessons that focus on phonics.
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Teaching Assistant support in some lessons.
- Named interventions with proven success rates, such as 'Toe to Toe', 'Working Memory' and 'Project X Code'.
- Targeted lunch time clubs for vulnerable students.
- Nurture Network Group.

- Art Room.
- Talk Boost.

Targeted individual support many include

- On-going tailor made 1:1 support, led by a specialist teacher, HLTA or Complex Needs worker.
- FFT intervention.
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Termly testing for students with literacy difficulties to review and plan.
- External agency advice where needed.

Links to further useful information regarding legal requirements, provision and rights:

www.oscb.org.uk/

www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer

www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014

www.gov.uk/guidance/equality-act-2010-guidance