

## BEACONSFIELD PRIMARY SCHOOL

### Special Education Needs and Disability (SEND)

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

<b>Intervention</b>
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> <li>• 40 min p.w. practical skills programme for an individual child or small group.</li> <li>• Playground buddies.</li> <li>• Social stories used to discuss events.</li> <li>• Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.</li> <li>• Play therapy for individuals – sessions once weekly</li> </ul>
<p>Access to a supportive – IT facilities/equipment/resources (inc.preparation)</p> <ul style="list-style-type: none"> <li>• Prompt and reminder cards for organisational purposes.</li> <li>• Pre teaching of strategies and vocabulary.</li> <li>• Access to laptops.</li> <li>• Clicker 4 writing software.</li> <li>• Scribe for two-layer writing.</li> <li>• Specialist equipment to access the curriculum.</li> </ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Interventions from a Speech and Language Therapist.</li> <li>• Delivery of a speech and language programme by a T.A.</li> <li>• Talk partners</li> <li>• Pre-learning of vocabulary.</li> <li>• Use of visual strategies to support language.</li> </ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"> <li>• Use of peer mentoring.</li> <li>• Mentoring support from SENCO or TA.</li> <li>• Talk partners.</li> <li>• Pre-learning of vocabulary.</li> <li>• Use of visual strategies to support language.</li> </ul>
<p>Access to strategies/programme to support Occupational Therapy/Physiotherapy needs.</p> <ul style="list-style-type: none"> <li>• Intervention from an Occupational Therapy/Physiotherapist.</li> <li>• Delivery of planned programmes by a TA.</li> <li>• Provision of equipment advised by specialist.</li> <li>• Handwriting skills – lunchtime club / after school club.</li> </ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Planned programme of support from TA / volunteers (Monitored by SENCO).</li> <li>• Meet and greet session at the start of the day.</li> <li>• Regular parental contact sessions / home school link book.</li> <li>• Referral to Child and Adult Mental Health Service (CAMHS).</li> <li>• Work with Family Support Workers (EHAP) Early Help Assessment and Plan (SAFE Team).</li> <li>• ESOL Adult Learning / Family Learning (Parents / Children)</li> </ul>
<p>Strategies to support/develop literacy inc.reading.</p> <ul style="list-style-type: none"> <li>• Small group support in class through guided teaching.</li> <li>• Withdrawal in a small group by TA or volunteered helpers for planned catch up programmes.</li> <li>• Withdrawal for 1:1 planned programme intervention by TA volunteer helpers.</li> <li>• Two layer reading / writing.</li> </ul>

<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> <li>• Use of the school's behaviour policy (available on school website).</li> <li>• Time out / Lunchtime Behaviour Turn Around sessions.</li> <li>• Social skills behaviour modification groups.</li> <li>• Home/school contact book.</li> <li>• Visual time table.</li> <li>• Used expert, support / strategies from our Additional Resource Provision (ARP).</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Small group support in class through guided teaching.</li> <li>• Withdrawal in small group for planned interventions by TA.</li> <li>• Withdrawal for 1:1 teaching of planned programme by TA.</li> </ul>
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• Small group support from TA.</li> <li>• 1:1 support in classroom from a TA to facilitate access.</li> <li>• Use of specialist equipment such as seating, personal screen for visually impaired, PECS.</li> <li>• Use of personalised curriculum.</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Use of visual timetables and checklists.</li> <li>• Pre-teaching of vocabulary and content.</li> <li>• Access to personal ICT.</li> <li>• Chunking of activities.</li> <li>• Use of individualised success criteria.</li> </ul>
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> <li>• Support lunchtimes.</li> <li>• Named at lunchtime (play leader)</li> <li>• Lunchtime time clubs, jobs and responsibilities.</li> </ul>
<p>Planning and assessment</p> <ul style="list-style-type: none"> <li>• Individual Education Plan and Provision Maps.</li> <li>• Individual targets.</li> <li>• Regular review of targets with child and parents.</li> </ul>
<p>Liaison/communication with Professionals/Parents, attendance at meetings and preparation of reports.</p> <ul style="list-style-type: none"> <li>• Liaison with a wide range of professional e.g. Education Psychologist, Play Therapist, base, Autism support team, Speech and Language support team, CAMHs and transition schools.</li> <li>• Regular progress meetings with parents.</li> <li>• Explanation of professional reports to parents.</li> <li>• Home/school contact book.</li> </ul>
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication.</li> <li>• Individual protocols for children with significant medical needs and allergies.</li> <li>• Provision of aids and resources to support learning (as required).</li> <li>• Access to the school nurse.</li> <li>• Individual support plans for pupils with short term medical needs.</li> <li>• 1:1 support for life saving interventions.</li> </ul>

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child.