

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

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • 40 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. • Play therapy for individuals – sessions once weekly
<p>Access to a supportive – 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 laptops. • 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. • Talk partners. • Pre-learning of vocabulary. • Use of visual strategies to support language.
<p>Access to strategies/programme to support Occupational Therapy/Physiotherapy needs.</p> <ul style="list-style-type: none"> • Intervention from an Occupational Therapy/Physiotherapist. • Delivery of planned programmes by a TA. • Provision of equipment advised by specialist. • Handwriting skills – lunchtime club / after school club.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Planned programme of support from TA / volunteers (Monitored by SENCO). • Meet and greet session at the start of the day. • Regular parental contact sessions / home school link book. • Referral to Child and Adult Mental Health Service (CAMHS). • Work with Family Support Workers (EHAP) Early Help Assessment and Plan (SAFE Team). • ESOL Adult Learning / Family Learning (Parents / Children)
<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 volunteered helpers for planned catch up programmes. • Withdrawal for 1:1 planned programme intervention by TA volunteer helpers. • Two layer reading / writing.

<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 / Lunchtime Behaviour Turn Around sessions. • Social skills behaviour modification groups. • Home/school contact book. • Visual time table. • Used expert, support / strategies from our Additional Resource Provision (ARP).
<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. • Withdrawal for 1:1 teaching of planned programme by TA.
<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 classroom from a TA to facilitate access. • Use of specialist equipment such as seating, personal screen for visually impaired, PECS. • 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"> • Support lunchtimes. • Named at lunchtime (play leader) • Lunchtime 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> <ul style="list-style-type: none"> • 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. • Regular progress meetings with parents. • Explanation of professional reports to parents. • Home/school contact book.
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • 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 (as required). • 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.