

School SEND Provision – Scarning VC primary School

Cognition and Learning, Communication and Interaction, Social, Mental and Emotional Health, Sensory and Physical Disability

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas: for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child / young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in a graduated approach.

Area of Need	Provision provided Through Quality First Teaching	Additional Provision and Interventions
<p><u>Cognition and Learning</u></p> <p>Children with learning difficulties will learn at a slower pace and have greater difficulty in acquiring basic English and Maths skills or in understanding basic concepts. Dyslexia – difficulties with reading and spelling Dyscalculia – difficulties in maths Dyspraxia – difficulties in coordination Dysgraphia – difficulties in writing</p> <p>A discrepancy between achievement and intellectual ability may indicate that a child has a specific learning difficulty.</p> <p>Severe Learning Difficulties – significant intellectual or cognitive impairments. Profound and Multiple Learning Difficulties – have complex learning needs as well as significant difficulties physically, sensory or personal care.</p> <p>Children with learning difficulties are at an increased risk of developing mental health problems. They may need additional support with their social development, self-esteem and emotional well-being.</p>	<ul style="list-style-type: none"> ➤ Differentiated curriculum, planning, activities, delivery and outcomes. ‘Learning without Limits’. ➤ Increased visual aid / modelling ➤ Visual timetables ➤ Writing frames ➤ Access to Nessy / Clicker 6 and Lexia. ➤ At least 50% + TA / TCH class support. ➤ Coloured Overlays – visual stress screening 	<ul style="list-style-type: none"> • Booster spelling through interactive games (small group). • Booster writing / additional support in Big Write sessions. • Booster maths through interactive games and surgery. • Nessy IT spelling and reading intervention. • Sound discovery (Wave 3) intervention 1:4 ratio group with TA 2-3 x a week. • Additional 1:1 reading with TA 3-4 x a week. • Maths Norfolk Number Fixer 1:4 ratio with TA 3 x a week •
<p><u>Communication and Interaction</u></p> <p>Children can have in one or more of these areas of speech, language and communication. These children need help to develop their linguistic competence in order to support their thinking, as well as communication skills. Speech and Language difficulties – receptive and expressive language Specific Learning Difficulties – Dyslexia, Dyscalculia Physical, sensory impairment – hearing loss. Autism Spectrum Condition</p>	<ul style="list-style-type: none"> ➤ Differentiated curriculum, planning, delivery: Eg: simplified language, increased visual aids, non-verbal cues, appropriate questioning, modelling. ➤ Visual timetables, choice boards, ‘Now and next’ boards. ➤ Use of symbols / Pictures to communicate PECS Picture Exchange Communication Cards. ➤ Structured school and classroom routines. 	<ul style="list-style-type: none"> • Speech and Language activities tailored to each child’s speech and language difficulties – daily, individual or small group work. • IT Clicker – as appropriate typing programme that reads back and helps to sequence thoughts. • Textease type – as appropriate typing programme that reads back and helps to sequence thoughts. • East Coast NHS Speech and Language Assessment /

Appendix 1: School Information Report Local Offer

		<p>support activities and programmes of work – with TA on a 1:1 basis or small group.</p> <ul style="list-style-type: none"> • EKLAN trained TA's and SENCO – more focussed 1:1 speech and language support. Half termly block teaching. • Sign-a-long trained TA's. • Stage one BSL TA and support from VSSS and East Coast Speech and Language Team
<p><u>Social, Mental and Emotional Health</u></p> <p>For some children, difficulties in emotional and social development, can mean that they require additional and different provisions in order for them to achieve.</p> <p>Problems of mood: anxiety / depression Problems of conduct: Oppositional problems , aggression Self Harming: substance abuse, eating disorders Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder Autism Pervasive Developmental Disorder Schizophrenia or Bipolar Disorder</p>	<ul style="list-style-type: none"> ➤ Time to Talk / PATHS / Circle Times and worries box. ➤ Class reward systems ➤ Circle of friends – friendship fairies. (Where appropriate) ➤ Lunchtime safe haven and clubs. ➤ Yr 6 Playtime buddy ➤ Buddy Bench at playtimes and lunchtimes 	<ul style="list-style-type: none"> • Time to Talk – Pastoral TA lunchtime opportunities and /or other times as appropriate / needed. • Small group circle time with TA / TCH • Teacher / staff mentors for children • Individual counselling – Time to Talk or ELSA (Emotional Literacy Support Assistant) • Home school contact book / emails daily • Massage in schools – SENCo trained • Additional swimming provisions where appropriate and needed.
<p><u>Sensory and Physical</u></p> <p>There is a wide range of physical and sensory difficulties. Many children require minor adaptations to the curriculum or physical environment – reasonable adjustments under the Equality Act 2010.</p> <p>Visual Impairment Hearing impairment Multi-sensory impairment Physical disability – require additional or ongoing support and equipment to access all opportunities available to their peers.</p>	<ul style="list-style-type: none"> ➤ Staff aware of implications of physical impairment ➤ Writing slopes ➤ Pencil grips ➤ iPads ➤ Coloured overlays and different coloured paper to reduce visual stress. 	<ul style="list-style-type: none"> • Brain Gym exercises daily with TCH / TA stimulating left and right side of brain and pressure learning buttons. • Additional fine motor fizzy box activities. • Individual support in class / PE / break and lunchtimes. • Physiotherapy and Occupational therapy programmes daily / as an when with TA using a programme from PT / OT. • Touch screen computer • Different size mice / icons for computers

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		<ul style="list-style-type: none"> • Meet and greet points – before and after school to avoid crowds – different entrance depending on situation. • Additional swimming sessions where appropriate / need.
<p><u>Disability</u></p> <p>Many disabled children also have an SEN. Where in this case access arrangements and other adjustments should be considered as part of the SEN planning and review.</p> <p>The school must make reasonable adjustments to ensure that children with a disability are not at a substantial disadvantage. Adjustments to procedures, criteria, and practices must be planned and put into place in advance.</p>	<ul style="list-style-type: none"> ➤ Increased visual aids / auditory aids when appropriate ➤ Use symbols / Picture Exchange Communication (PECs) ➤ Structured school and classroom routines ➤ Organisation of classroom / access to resources / belongings ➤ Pencil grips, wiggle cushions, writing slopes, fidget toys. ➤ iPads 	<ul style="list-style-type: none"> • Medically trained staff appropriate to medical / physical disability. • Sign-a-long trained staff • Additional swimming sessions • Physiotherapy and Occupational therapy assessment – with TA daily / as and when programme planned by PT or OT. • Touch screen Computer