

School SEND Provision – Scarning VC primary School

Learning and Cognition, 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 UNIVERSAL APPROACH | Additional Provision and Interventions |
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| <p><u>Learning and Cognition</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.</p> <p>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"> ➤ High expectations and challenge for all ➤ Differentiated curriculum, planning, activities, delivery and outcomes. ‘Learning without Limits’. ➤ Increased visual aid / modelling ➤ Clear instructions ➤ Visual timetables ➤ Clear feedback and next steps in their learning – children involved in the process and given time to respond ➤ Behaviour for Learning at the heart of learning ➤ Learning walls to support key learning points ➤ Pre-teaching ➤ The use of talk partners ➤ Access to IT to help reduce barriers to learning ➤ Writing frames ➤ Word processing / Clicker ➤ At least 50% + TA / TCH class support. ➤ Coloured Overlays – visual stress screening | <ul style="list-style-type: none"> • Booster spelling / reading precision teaching • Booster writing / additional support in Big Write sessions. / Word processing Big Write. • Booster maths through interactive games and surgery. • English IDL 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 IDL • Maths Shed and TT Rockstars • Multi-sensory teaching strategies, with a focus on phonological awareness and/or motor skills • PSP Personal Support Plans • Reasonable adjustments appropriate to the child/learning environment • Signposting opportunities to external agencies such as an educational psychologist, School to School etc. • Ongoing CPD opportunities for staff • Advice is sought from external agencies and strategies suggested are put in place. |
| <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.</p> <p>Speech and Language difficulties – receptive and expressive language</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. | <ul style="list-style-type: none"> • Speech and Language activities tailored to each child’s speech and language difficulties – individual or small group work. • IT Clicker – as appropriate typing programme that reads back and helps to sequence thoughts. |

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| <p>Specific Learning Difficulties – Dyslexia, Dyscalculia Physical, sensory impairment – hearing loss. Autism Spectrum Condition</p> | <ul style="list-style-type: none"> ➤ Use of symbols / Pictures to communicate PECS Picture Exchange Communication Cards. ➤ Structured school and classroom routines. | <ul style="list-style-type: none"> • East Coast NHS Speech and Language Assessment / support activities and programmes of work – with TA on a 1:1 basis or small group. • EKLAN trained TA's and SENCO – more focussed 1:1 speech and language support. Half termly block teaching. • Sign-a-long trained TA's. • Talk Boost KS1 intervention • Lego therapy • Nuffield Speech and Language programme |
| <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 ➤ Young Carers Club | <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 • Flexible transitions – drop off and collection • Additional swimming provisions where appropriate and needed. • Staff CPD which includes should having an awareness of the early signs of mental health problems, and what to do if they think they have identified a developing problem • Staff use the Strengths and Difficulties Questionnaire (SDQ)/Boxall Profile to judge whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents/carers as appropriate. • Staff understand the causes of behaviour and use effective approaches to behaviour management. • Staff use 'Norfolk Steps' to support early intervention and manage complex or challenging behaviour. • Staff use a graduated approach to inform a clear cycle of support: An assessment/observation to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support and regular reviews to assess the effectiveness, making changes where necessary. • Staff seek appropriate support for children and young people experiencing negative experiences and distressing events, including referrals to appropriate services e.g.), Early Help; Child and Adolescent Mental Health Services (CAMHS); support services (e.g. Point 1, BEAT, Young carers etc) • Advice is sought from external agencies and strategies suggested are put in place. |

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| <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 / using a programme from PT / OT. • Touch screen computer • Different size mice / icons for computers • Meet and greet points – before and after school to avoid crowds – different entrance depending on situation. • Additional swimming sessions where appropriate / need. • The use of Radio Aid and other equipment to support those with a hearing impairment. • Advice sought from specialists such as VSSS • Large print resources/ text • The use of IT equipment such as a large monitor or laptop • Advice is sought from external agencies and strategies suggested are put in place. SALT sessions – provided by school and/or SALT. • Lunchtime safe haven to support social interactions. • Advice is sought from external agencies and the suggested strategies are put in place. Training such as Glue Ear, Radio Aid etc. Differentiation Strategies to support communication such as sitting near the teacher / front of the class /regular breaks etc. Support from an additional adult where appropriate/possible. |
| <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. • Additional swimming sessions • Physiotherapy and Occupational therapy assessment – programme planned by PT or OT. • Touch screen Computer |

