



Core Provision

Special Educational Needs and Disability (SEND) at Ashtree Primary School & Nursery

Last Review: May 2017

Next Review: May 2018

Ashtree Primary School & Nursery is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all.

Some strategies and interventions may be over a defined period of term whereas some may be a continuous vital support to enable a pupil to access their learning in school.

For children with complex SEND, the frequency of such provisions may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> ▪ Bright Stars, Protective Behaviours ▪ Small group turn-taking games with Teaching Assistant to support interactions ▪ Personalised social stories (eg to support obligatory wearing of school uniform) ▪ One-to-one Teaching Assistant support to develop awareness of social skills ▪ Circle of Friends ▪ Art Therapy
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> ▪ Pre-teaching of vocabulary ▪ Peer Mentoring ▪ Organisation of classroom environment – seating, workstations etc ▪ Access to voice recording equipment for verbal rehearsal to support written work ▪ Access to IT or specialist equipment to support learning ▪ Prompt and Reminder cards for organisational purposes ▪ Visuals
<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 intervention by a Teaching Assistant or SEN Staff following advice of Speech Therapist ▪ In-class support for recommended Speech and Language strategies ▪ Wellcomm screening

<ul style="list-style-type: none"> ▪ PECs
<p>Mentoring activities</p> <ul style="list-style-type: none"> ▪ Use of Talk Partners ▪ Use of peer mentoring/modelling ▪ School Buddy schemes for playtimes
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> ▪ Interventions from an Occupational Therapist ▪ Delivery of planned interventions from Occupational Therapist/Physiotherapist by Teaching Assistant following external advice
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> ▪ Meet and greet at start of day ▪ Transition Work ▪ Personalised Timetables ▪ Planned Class Teaching Assistant support ▪ Counselling from trained counsellor ▪ CAMHS/ESC referral ▪ Play/Art therapy ▪ Family Support Worker
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> ▪ Use of time-out ▪ Behaviour Logs ▪ Home/School Books ▪ Reward/target Schemes ▪ Social skills Programmes ▪ Drawing up an Individual Behaviour Plan in consultation with parents ▪ Circle of Friends ▪ Social stories ▪ External advice/in-class support ▪ Picnic Clubs ▪ Behaviour support from Teaching Assistant
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> ▪ Withdrawal in small group for catch up literacy programmes (eg Wave 3 Interventions, Booster groups etc) ▪ Withdrawal for one-to-one teaching ▪ following a planned SEN Support Plan ▪ External advice/assessment/programme development from Educational Psychologist or other professionals ▪ Pupil Premium Support ▪ After School Booster Classes
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> ▪ Withdrawal in small group for catch up numeracy programmes (eg Wave 3 Interventions, Booster groups etc) ▪ Withdrawal for one-to-one teaching ▪ following a planned SEN Support Plan ▪ External advice/assessment/programme development from Educational Psychologist or other professionals ▪ Pupil Premium Support ▪ After School Booster Classes
<p>Provision to facilitate/support access to the curriculum</p>

<ul style="list-style-type: none"> ▪ In-class small group support from Teaching Assistant ▪ One-to-one support in-class from Teaching Assistant to support or facilitate use of modified resources ▪ Specialist equipment such as furniture adaptations (eg support cushions, desk-top writing support device), Soundfield systems, ▪ Use of a personalised curriculum
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> ▪ Use of visual timetables, checklists, “5, 4, 3, 2, 1” and Now/Next boards, timers, personalised word mats, scaffolded writing tasks ▪ Pre-teaching of vocabulary and subject content ▪ Over-learning ▪ Access to ICT ▪ Adapted curriculum/modified resources/alternative methods of recording ▪ Peer support ▪ Visuals ▪ Work Chunking ▪ PECS
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> ▪ Social stories to support personal care/playtime social interactions etc ▪ Support with personal care from Teaching Assistant ▪ Pupil/Buddy mentor playground support ▪ Picnic Club ▪ Trained midday supervisors ▪ Named teaching assistant at lunchtime to support play/interactions with others/keep safe
<p>Planning and assessment</p> <ul style="list-style-type: none"> ▪ SEN Support Plan – reviewed termly ▪ Education Health Care Plan ▪ Annual Review Of EHCP ▪ Personalised targets ▪ Use of P-levels from end of Year 1 ▪ Use of Early Years and Foundation Stage (EYFS) goals in Year 1 ▪ Use of (Individual Assessment of Early Learning and Development) IAELD in EYFS
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> ▪ Liaison with wide range of external professionals ▪ Meetings with parents ▪ Statement/Statement review Meetings ▪ Team Around the Family meetings (TAF) to support implementation of electronic Common Assessment Framework (eCAF) ▪ Explanation of professional reports and related school provision plan to parents <p>In order to fully cater for the SEN of all of the children in school we maintain contact with the following external professionals and agencies:</p> <ul style="list-style-type: none"> • SEN Advisory Team • Leys Base for Specific Learning Difficulties • Woolgrove Outreach

- School Medical Service
- Education Psychology Service
- Speech and Language Therapists
- Social Services/Children's Services - CS Attendance Improvement Officers
- Behavioural Support team
- Assessment Team
- Family GP
- Local Opticians
- Child & Adolescent Mental Health Unit.
- Stevenage Education Support Centre (SESC)

Access to Medical Interventions

- Liaison with/training from external medical professionals
- Development of independent strategies – on advice
- Individual Healthcare Plan
- Risk assessments
- Exercises/equipment
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to advice/assessment from external school nurse
- Meetings/Updates with parents
- Support from trained professionals for life-saving interventions (eg use of Epi pen)

