

School Local Offer Special Educational Needs and Disability (SEND)

Holy Trinity School is an inclusive school and may offer the following range of provision to support children with SEND.

Intervention

1. Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/TA.
- 1:1 support from an allocated TA for children with Statements of SEN.
- 1:1 support in and out of class from learning mentor and support teacher as appropriate.
- Small group/1:1 support from a specifically trained EAL/EMAS TA.
- Facilitating access to learning through the appropriate differentiation of tasks and activities.
- Use of Individualised learning program - Successmaker .
- Extensive use of visual timetable support.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the educational psychologist, occupational therapist or physiotherapist, CAMHS or New Woodlands.

2. Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):

- Extensive and consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning.
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Regular access to computers and iPads.
- Provision of specialist equipment, eg. Writing slopes, pen grip, etc.
- Provision of individually tailored visual support packages for specific children including individual timetables, widgets and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, phonics sound mats and high frequency word lists.

3. Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading and individual reading and support out of class from volunteers.
- Additional small group literacy support in class from class teachers and TAs.
- Provision of phonics sound mats and high frequency word lists
- Additional individual and small group literacy support, delivered weekly by support teachers or TAs.
- Afterschool reading and creative writing clubs.
- Targeted literacy support strategies devised by the educational psychologist and implemented by the learning mentor, SENCo or teacher as appropriate.
- Handwriting development implemented daily throughout the school as and where required.
- Use of Dyslexia Portfolio to assess for SpLD, and subsequent implementation of support programme as required.
- Daily SPAG and phonics lessons
- ELS, FLS, Booster, phonographic programmes used where required
- Newspaper group

4. Strategies to support/develop numeracy:

- Targeted small group support in class.
- Withdrawal of small groups or individual children for additional numeracy support.
- Use of support resources including Numicon.
- Implementation by trained TAs of a specialist SEN numeracy intervention programme.
- Advancement of more able pupils through provision of opportunities such as the inter-school Maths Challenge.
- Staff training in maths.
- 1:1 maths with support teacher.
- Daily maths skills.

5. Strategies to support/modify behaviour:

- Consistent school wide implementation of the school's behaviour policy including rewards and sanctions.
- Trained playground leaders to support children at playtime.
- Use of Fit for Sport to support lunchtime play as well as 'Playzone' run by Learning Mentors.
- SEN registration of those children whose behaviour difficulties are persistent and constitute a barrier to learning progress.
- Provision map will include close collaboration with parents/carers on an agreed programme of support: home/school books, email/text to ensure daily communication between home and school, daily behaviour overview by school staff and learning mentor support as appropriate.
- A referral can be made to one or more of the following agencies: New Woodlands outreach support, the educational psychologist, CAMHS or Targeted Family Support.

6. Social Skills programmes/support including strategies to enhance self-esteem:

- Learning mentor support focusing on social and emotional development which is delivered 1:1, paired or in a group as appropriate, either in or out of class.
- Programme of weekly outreach support provided where necessary by New Woodlands School targeting those pupils whose emotional needs affect their confidence and self-esteem as learners.
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate.
- Intervention from the Family Support Worker for children and their parents/carers on referral, delivered both in school and in the home.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Development of gardening skills through gardening club delivered by TA in the school garden and on the school's allotment.
- Philosophy lessons.
- Fit for Sport supporting social skills through lunchtime play.
- Use of house points and Headteacher awards along with having head boy & girl and boy/girl of the year

7. Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- Coffee morning, run by family support worker, where parents & carers can attend regular coffee mornings, share any issues or concerns and access support in the school community.
- Information is shared with parents & carers about services available in the community for parents, children and families.
- Family support workers who liaise with the families of persistent absentees.
- Learning mentor implements planned programmes of support to children either in or out of the classroom, 1:1 or in a group session as required.
- Educational psychologist works closely with referred children and their parents/carers, and provides ongoing support to them in the form of school-based assessments and meetings, regular telephone consultations or work in the home with the family.
- Liaison between SENCo and school nurse when concerns regarding individual families/children are shared, following which the school nurse makes contact with parents/carers to discuss any issues and arrange meetings or home visits as required.
- Collaboration and communication with all external professionals involved with children, as appropriate, eg. hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.

8. Support/supervision at unstructured times of the day including personal care:

- Trained midday meals supervisors and TAs supporting in the lunch hall.
- Fit for Sport supporting in the ball court.
- 'Playzone' with LM.
- Play leaders initiating and supporting activities during morning and lunch breaks.
- Buddy system for children new to the school.
- Individual lunchtime supervision where specified, eg. in Statements of SEN.
- Support by individual members of staff for children with special toileting requirements.

9. Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist, on referral.
- Provision of small group speaking and listening skills support by the learning mentor and trained TA who has been specifically trained in the delivery of this intervention by the Lewisham Speech and Language Therapy (SALT) Service to Schools.
- Delivery of individual SALT programmes by the learning mentor.
- Support for children with EAL/EMAS status – either 1:1 or in groups/in or out of class - from a dedicated specifically trained TA.
- Support as required in class from teachers and TAs

10. Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, eg. Handwriting development.
- Provision of support resources, where required.

11. Access to Medical Interventions:

- Update sessions between SENCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and epi-pen use.
- Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Posters with photographs of child detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Trained First Aiders across both Key Stages.

13. Planning and assessment:

- Class provision maps.
- Individual learning support plans.
- Differentiated learning activities.
- CAF referrals to external agencies/social care as required.
- Co-ordinated planning between class teachers, TAs and allocated TA for children with Statements of SEN.
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.

15. Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Early identification of needs requiring referral to external professionals.
- TAC/TAF meetings convened where a child's/family's needs are assessed as significant.
- Regular communication and information sharing with an extensive range of external agencies.
- Regular progress meetings with parents/carers for which detailed reports are prepared.
- Sharing of professional reports with parents.
- Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families.
- SENCo attends multi-disciplinary assessments as required.

Strategies/support to develop independent learning:

- Provision of individual/visual timetables and checklists.
- Provision of sand timers where appropriate.
- Pre-teaching of new concepts and vocabulary.
- Individual success criteria and targets.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the educational psychologist, occupational therapist or physiotherapist.

Mentoring activities:

- Learning mentor support and interventions delivered in class 1:1 or in a group to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress.
- Circle of Friends.
- Use of peer modelling and mentoring.
- Playground Leaders systems for support during playtimes and lunchtimes.

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