

## School Local Offer

### Knowle Church of England Primary Academy

#### **Special Education Needs and Disability (SEND)**

Knowle Church of England Primary Academy is an inclusive school and may offer the following range of provision to support children with SEND

<b>Intervention</b>
<b>Social Skills programmes/support including strategies to enhance self-esteem:</b> <ul style="list-style-type: none"><li>• Social groups for targeted children</li><li>• Specialist support working with individual children with specific needs</li><li>• One to one support in unstructured social environments</li><li>• Transition programme to support induction at new schools and transition to new classes</li></ul>
<b>Access to a supportive environment – IT facilities / equipment / resources (inc. preparation):</b> <ul style="list-style-type: none"><li>• Visual timetable for individual pupils</li><li>• Pre-teaching and review of strategies and vocabulary</li><li>• Access to netbooks / laptops / I-pads</li><li>• Flexible teaching space (one to one or group work)</li><li>• All staff have received dyslexia training and are aware of dyslexia friendly classrooms</li></ul>
<b>Strategies / programmes to support speech and language:</b> <ul style="list-style-type: none"><li>• Support and advice from a Speech &amp; Language Therapist</li><li>• Delivery of a planned Speech and Language Programme from a Teaching Assistant following advice from Speech and Language Therapist</li><li>• Early intervention before entry to school from the Local Authority Under 6 Team</li><li>• Use of 'Language Links' for early identification of specific area of needs</li></ul>
<b>Mentoring Activities:</b> <ul style="list-style-type: none"><li>• Use of talk partners during whole class and group sessions</li><li>• One to one and group support through Family Support Worker</li></ul>
<b>Access to strategies / programmes to support Occupational Therapy / Physiotherapy needs:</b> <ul style="list-style-type: none"><li>• Support and advice from Occupational Therapist and Physiotherapist</li><li>• Delivery of planned Occupational Therapy / physiotherapy from a teaching assistant e.g. BEAM</li><li>• Specific resources to support individual needs e.g. writing slopes / posture supports / pencil grips / wobble cushions</li></ul>
<b>Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents):</b> <ul style="list-style-type: none"><li>• Meet and greet sessions at the start of each day for individual pupils</li><li>• Home / school communication books</li><li>• Referral to CAMHS</li><li>• Referral to Educational Psychologist</li><li>• Access to Family Support Worker</li><li>• Planned programme of support from Learning Support Assistant for individual children</li><li>• Access to Solihull Inclusion &amp; Support Service for individualised support</li><li>• Cool down zones for individual pupils</li><li>• Signpost to Parent Partnerships</li><li>• ASD resource bank</li></ul>
<b>Strategies to support / develop literacy inc. reading:</b> <ul style="list-style-type: none"><li>• Small group and one to one support in class</li><li>• Withdrawal in small group or one to one for literacy intervention programme such Read Write Inc, Phonic Bugs and Phonics Groups</li><li>• Support from teacher and teaching assistant on specific IEP targets</li></ul>
<b>Strategies to support / develop mathematics:</b> <ul style="list-style-type: none"><li>• Small group and one to one support in class</li><li>• Withdrawal in a small group or one to one for mathematics intervention programmes such as Mathletics / Numicon</li><li>• Support from teacher and teaching assistant on specific IEP targets</li></ul>

<p><b>Strategies to facilitate / support access to the curriculum:</b></p> <ul style="list-style-type: none"> <li>• Provision maps for pupils with specific needs</li> <li>• Small group and one to one support in class from teacher / teaching assistant to facilitate access through support and modified resources</li> <li>• Specialist equipment, as appropriate</li> <li>• Support from teacher and teaching assistant on specific IEP targets through the curriculum</li> </ul>
<p><b>Strategies / Support to develop independent learning:</b></p> <ul style="list-style-type: none"> <li>• Use of visual timetables</li> <li>• Pre-teaching and review of content and vocabulary</li> <li>• Access to ICT</li> <li>• Specific targets and IEPs</li> <li>• Managed transition programme for moving across Key Stages and Schools</li> </ul>
<p><b>Strategies to support / modify behaviour</b></p> <ul style="list-style-type: none"> <li>• Use of school behaviour policy</li> <li>• Social skills intervention programme e.g. SEAL</li> <li>• Support and advice from the Social Emotional and Mental Health Service</li> <li>• Use of positive handling plans for individual children</li> <li>• Access to Family Support Worker</li> <li>• Support from teacher and teaching assistant on specific IEP targets</li> </ul>
<p><b>Support / supervision at unstructured times of the day including personal care:</b></p> <ul style="list-style-type: none"> <li>• Trained staff in behaviour management and first aid</li> <li>• Learning Support Assistants supporting pupils with severe and complex needs</li> </ul>
<p><b>Planning and assessment:</b></p> <ul style="list-style-type: none"> <li>• Individual Educational Plans</li> <li>• Individual targets</li> <li>• Termly review of IEP targets with parents</li> <li>• Differentiated activities to meet individual needs</li> <li>• Formal Annual Review for children with Statements or Education Health Care Plans</li> <li>• Early identification of SEND through 'Scrutiny'</li> </ul>
<p><b>Liaison / communication with professionals / parents, attendance at meetings and preparation of reports:</b></p> <ul style="list-style-type: none"> <li>• Liaison with a range of professionals e.g. SISS / EdPsych. / SEMHS Team</li> <li>• Regular review meetings with parents</li> <li>• Parents and carers invited to attend all review meetings or provide their views</li> <li>• Signposting for parents and carers provided by Family Support Worker / SENCo / SISS / LINC'S</li> </ul>
<p><b>Access to medical interventions:</b></p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication</li> <li>• Individual care plans for children with significant medical needs and allergies</li> <li>• Provision of aids and resources to support the learning of individual pupils with specific needs as specified by professionals</li> <li>• Access to the School Nurse</li> <li>• Risk assessments in place for individuals, if specified by professionals</li> <li>• Staff first aid trained</li> <li>• All staff Epipen trained</li> </ul>

For children with severe and complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child.

If you would like further information about the Solihull SEN Local Offer please visit the following website:

<http://socialsolihull.org.uk/localoffer/>

