

# St Vincent de Paul

## Special Educational Needs and Disability (SEND) Provision

### September 2018

St Vincent de Paul Catholic School is an inclusive school and may offer the following range of provision to support children with SEND.

#### Social Skills support including strategies to enhance self-esteem and friendship skills

- Lego therapy
- Social skills programme for groups
- Protective Behaviour for groups or individuals
- Emotional Literacy programme for groups
- Talking and Drawing for individuals or groups
- Access to Family Support Worker
- Protective Behaviour hand reviewed at least each term
- Involvement of Educational Psychologist
- Circle Time
- Worry boxes
- Named listener/adult for each child to speak to
- Celebrating assemblies celebrating achievements
- Positive behaviour policy
- Talkabout Developing Social Communication Skills
- Talkabout: A Social Skills Package
- Talkabout: Building Self-Esteem and Relationship Skills
- The Homonculi Approach to Social and Emotional Wellbeing
- Fighting the Anxiety Gremlin intervention
- Fighting the Anger Gremlin intervention

#### Access to a supportive environment – IT facilities/equipment/resources

- Checklist; prompt and reminder cards for organisational purposes
- Pre-teaching of strategies and vocabulary
- Access to own laptop
- Specialist equipment to access the curriculum
- iPads
- Involvement of Woolgrove School Outreach
- ICT resources including Nessie, Clicker interactive white boards, Purple Mash, websites e.g. YouTube, Phonics Play.
- Coloured overlays, coloured overlay reading rulers, tinted paper
- Writing slopes, pencil grips
- Alphabets, word grids, planning sheets, working walls, number displays, dictionaries
- Involvement of Leys SpLD Base, Hearing and Visual Impairment Services

#### Strategies/programmes to support speech, language and communication

- Delivery of interventions from a Speech and Language Therapist
- Time to Talk group
- Wellcom group
- Colourful Semantics
- Language for Thinking
- Oral to Written Narrative
- Pre-teaching of vocabulary and key concepts
- Widget Communicate in Print software to support and develop early communication skills

### Mentoring Activities

- Use of talk partners
- Strategies/programmes/interventions from an Occupational Therapist/Physiotherapist
- Older children as play buddies
- Access to Family Support Worker

### Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Planned programme of support from the classroom teaching assistant teacher
- Meet and greet session at the start of each day
- Regular parental contact between teacher and parent/carer
- Referral to CAMHS (Child Adolescent Mental Health Service)
- Family support worker
- Transition programme for children with Autism
- Transition meetings to ensure smooth transition across classes
- Transition programmes to secondary school for children with SEND
- Home/School communication books for individual pupils
- Personalised Provision Plan meetings with parents, staff and pupils
- Parent surgeries/consultation evenings
- Use of therapeutic Steps approach to behaviour including anxiety mapping
- Meet and greet at the start of each day
- Staff 'hand over' children at the end of the day – available for brief discussion
- Appointments with staff and parents
- Coffee mornings/information talks for parents of children with SEND
- Head, Inclusion Manager and Senco available by appointment
- Referral to external agencies such as CAMHS individual children.
- Education, Health and Care Plans
- Named adult to support children
- Protective Behaviours for groups and individuals
- Drawing and Talking for individual children

### Strategies to support/develop English

- Small group support in class through Guided Teaching
- Additional support in a small group for 'Catch-up literacy activities'
- Additional support by a teaching assistant for 1:1 support e.g. Word Wizard, Sprite, ELF
- First Quality whole class teaching and small group teaching with planned differentiation
- Graded reading books for EYFS, KS1 and KS2
- Planned phonic programmes for individuals and groups
- Parent information meetings on reading and writing.
- Writing and planning grids available
- Referral to Specific Learning Difficulties Base and Educational Psychologist for individual children.

### Strategies to support/develop Mathematics

- Small group support in class through Guided Teaching
- Additional support in a small group for 'Catch-up maths activities'
- Additional support by a teaching assistant for 1:1 support e.g. DAN
- Involvement of The Leys SpLD Base
- First Quality whole class teaching and small group teaching with planned differentiation
- Individual and group programmes
- Referral to Specific Learning Difficulties Base and Educational Psychologist for individual children.

### Provision to facilitate/support access to the curriculum

- Small group support from the classroom teaching assistant
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment such as seating, personal screen
- Use of a personalised curriculum
- Involvement of Greenside School Outreach
- Pre-teaching concepts/vocabulary
- Personal targets
- Teachers' plans address individual targets for SEN children
- Termly pupil progress meetings
- Curriculum letters to parents/carers
- Guidance on website
- Newsletters

### Strategies/support to develop independent learning

- Use of visual timetables, checklists, now and next boards
- Pre-teaching of vocabulary and content
- Access to personal ICT
- 'Chunking' of activities
- Use of individualised success criteria
- Independent learning ethos across whole school
- Targets clearly communicated to children
- Visual timetable
- Homework
- Success criteria
- Learning Partners

### Strategies to support behaviour

- Use of the school's positive behaviour policy
- Use of the therapeutic Steps approach to behaviour management
- Support from a teaching assistant or teacher
- Time out
- Social skills/behaviour modification groups
- Access to ASD specialist advice
- Involvement of outside agencies (Stevenage ESC, Greenside Outreach)
- Rights Respecting modelled behaviour throughout the school
- Home/School Agreement
- Reward systems – celebrating good behaviour with stickers, charts, badges
- Playtime support
- Behaviour Support Plans
- Behaviour Referral

### Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs/fine and gross motor skills

- Delivery of planned programmes by Occupational/Physiotherapy services
- Actively supporting children in PE, Games lessons and on the playground to take part to the best of their ability.
- Cup stacking games, skipping, multi skill games.
- Pencil grips, writing slopes.
- Write from the Start writing programme

### Support/supervision at unstructured times of the day including personal care

- Named teaching assistant at playtime
- Named Midday Supervisor at lunchtime
- Older children acting as mentors and monitors
- Additional adult support for targeted children
- Care Plans

- Involvement of School Nurse

### Planning and assessment

- Personalised Provision Plan for individual children
- Class provision map
- Individual targets
- Regular review of targets with child and parents
- Hertfordshire for Learning Assessment Criteria used throughout KS1 and KS2
- Personal Education Plans for Children Looked After
- Pupil Progress Meetings
- Target setting
- Whole school support register
- Monitoring list
- RaiseOnline and AM7 (recognised schools' database) used to analyse effectiveness of interventions.

### Liaison/Communication with Professionals/Parents Attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents
- Parent consultation evenings
- Parents consulted and informed of additional intervention programmes
- School reports and levels
- Regular referral to and communication with:
  - Educational Psychologist
  - Speech and Language Therapists
  - Specific Learning Difficulties Base
  - Child and Assessment Development Centre
  - Advisory Teachers e.g. for Autism, physical needs, hearing impairment
  - School nurse
  - CAMHs (Children, Adolescent, Mental Health Service)
  - Family Support Worker
- Reports compiled by Inclusion Manager for external professionals
- Teacher or Inclusion Manager can attend meetings at CDAC (Child Development Assessment Centre) with parents and child when appropriate.
- Professional links made to Greenside outreach.
- Inclusion Manager or Senco will attend TAF (team around the family) meetings for individual children
- Senco to attend termly SEND briefings, cluster meetings and local authority training.
- Coffee mornings/information talks for parents of children with SEND
- Meetings with Head, Inclusion Manager and Class Teachers by appointment
- SEND blog/information for parents on school website

### Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs
- 1:1 support for life saving interventions
- Access to and support from the School Nurse.
- Staff trained to use Epi-pens

- Asthma boxes in each class and clear policy for use
- With parents develop individual strategy for significant medical needs and allergies
- Trained staff to give medication to children with complex conditions.
- Staff with Paediatric First Aid training always on site.

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