

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. We use the INDES (Identification of Need Descriptors in an Educational Setting). 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	Level 2 Additional Targeted Provision and Interventions
<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. 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 ➤ Adapted, logical, sequenced and progressive curriculum, planning, activities, delivery and outcomes. 'Learning without Limits'. ➤ Increased concrete materials, pre and over teaching, dual coding adaptations ➤ Clear instructions – minimise cognitive load ➤ 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 ➤ Working walls to support key learning points ➤ Pre-teaching ➤ The use of talk partners ➤ TT Rockstars ➤ Access to IT Chromebooks. ➤ Writing frames ➤ Word processing / Clicker ➤ At least 50% + TA / TCH class support ➤ Chunking learning facts ➤ Visual aids 	<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 intervention • Additional 1:1 reading • Maths IDL by strand • My Maths additional adapted lessons • Multi-sensory teaching strategies, with a focus on phonological awareness and/or motor skills (pre / post teaching Super Sonic Phonic Friends) • PSP Personal Support Plans • Coloured Overlays – visual stress screening • Writing slopes, pencil grips. • Sensory circuit activities before challenging work load. • PECS cards
<p><u>Learning and Cognition Methods of monitoring progress/ Tracking</u></p> <ul style="list-style-type: none"> • High frequency words Assessment • Common Exception Words Assessment • Phonics assessment • Salford Reading and comprehensive age • Single word spelling • IDL numeracy screener 	<p>Level 3 Intervention -Short and Long term outside involvement</p> <ul style="list-style-type: none"> • S2S • SEND Inclusion Team • Educational Psychologist • Early Years Team • SRB outreach Learning and Cognition • SRB place - Learning and Cognition 	

School SEND Provision – Scarning VC Primary School

Learning and Cognition, Communication and Interaction, Social, Mental and Emotional Health, Sensory and Physical Disability

<ul style="list-style-type: none"> • IDL Literacy screener • IDL numeracy by strand • IDL multiplication times checker • Dyslexia screener spelling test 		
<p><u>Communication and Interaction</u></p>	<p style="text-align: center;">Provision provided Through Quality First Teaching UNIVERSAL APPROACH</p>	<p style="text-align: center;">Level 2 Additional Targeted Provision and Interventions</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 Specific Learning Difficulties – Dyslexia, Dyscalculia Physical, sensory impairment – hearing loss. Autism Spectrum Condition</p>	<ul style="list-style-type: none"> ➤ Differentiated curriculum, planning, delivery: Eg: simplified language, increased visual aids, non- verbal cues, appropriate questioning, modelling, scaffolding, dual coding. ➤ Visual timetables, choice boards, ‘Now and next’ boards. ➤ Use of symbols / Pictures to communicate PECS Picture Exchange Communication Cards. ➤ Structured school and classroom routines. ➤ Discussion / role-play prior to writing ➤ Use PECs Cards / Visual aids. ➤ Choral response: I say, we say, you say. 	<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. ➤ 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. ➤ Talk Boost – 10 week programme. ➤ Brick communication intervention ➤ ELSA ➤ Social stories ➤ Use of laptops / chromebooks
<p><u>Learning and Cognition Methods of monitoring progress/ Tracking</u></p> <p>* Talk Boost Assessments</p> <ul style="list-style-type: none"> • SALT Speech Sound production • BPVS 	<p style="text-align: center;">Level 3 Intervention -Short and Long term outside involvement</p> <ul style="list-style-type: none"> • S2S • SEND team • Advice and targets from speech and language therapists • Educational Psychologist • SRB Outreach / Placement 	

School SEND Provision – Scarning VC Primary School

Learning and Cognition, Communication and Interaction, Social, Mental and Emotional Health, Sensory and Physical Disability

	Provision provided Through Quality First Teaching UNIVERSAL APPROACH	Level 2 Additional Targeted Provision and Interventions
<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</p>	<ul style="list-style-type: none"> ➤ Time to Talk / RSHE / PATHS / Circle Times and worries box. ➤ Class reward systems ➤ Circle of friends – friendship fairies. (Where appropriate) ➤ Lunchtime safe sanctuary. ➤ Safe Sanctuary – SEMH hub (lunchtimes) ➤ Young Carers Club ➤ Peer listeners to support emotional well being. ➤ Use PECs cards / Visual aids. 	<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) to judge whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents/carers as appropriate. • Risk management behaviour plans • Staff use ‘Norfolk Steps’ to support early intervention and manage complex or challenging behaviour.
<p><u>Learning and Cognition Methods of monitoring progress/ Tracking</u></p> <ul style="list-style-type: none"> • Risk management behaviour plan • Behaviour logs • SDQ • Home / school Additional communication book • Anxiety mapping • ELSA feedback impact forms 	<p>Level 3 Intervention -Short and Long term outside involvement</p> <ul style="list-style-type: none"> • S2S • Inclusion & SEND Team • Educational Psychologist • SRB • Emotional resilience Team • Supporting Smiles • CAHMs • BEAT 	

School SEND Provision – Scarning VC Primary School

Learning and Cognition, Communication and Interaction, Social, Mental and Emotional Health, Sensory and Physical Disability

	Provision provided Through Quality First Teaching	Level 2 Additional Targeted Provision and Interventions
<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>	<p>UNIVERSAL APPROACH</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. • 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 sanctuary 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 	<ul style="list-style-type: none"> • Medically trained staff appropriate to medical / physical disability: Diabetes, Epilepsy. • Additional swimming sessions • Physiotherapy and Occupational therapy assessment –programme planned by PT or OT.

School SEND Provision – Scarning VC Primary School

Learning and Cognition, Communication and Interaction, Social, Mental and Emotional Health, Sensory and Physical Disability

	<ul style="list-style-type: none"> ➤ Pencil grips, wiggle cushions, writing slopes, fidget toys: recommended by health professionals. ➤ iPads / Chromebooks 	
<p><u>Learning and Cognition Methods of monitoring progress/ Tracking</u></p> <ul style="list-style-type: none"> • Tracking screening • Visual stress screening • Sensory Checklist 	<p>Level 3 Intervention -Short and Long term outside involvement</p> <ul style="list-style-type: none"> • S2S • SEND and Inclusion Team • Educational Psychologist • Early Years Team • Physiotherapist • Occupational therapist • School nursing Team • Sensory Support VSSS 	