

School Local Offer - Special Educational Needs and Disability (SEND)

Monkfield Park Primary School is an inclusive school and may offer the following range of provision to support children with SEND

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem Silver Seal and other social Skills programmes are run when needed to support individuals who would benefit from improving their emotional skills.</p>
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Classrooms arranged on a dyslexia friendly basis • General SEN resources include pencil grips, timers, communication fans, coloured overlays, sensory articles • IT programmes and apps on laptops and iPads • Use of laptops and iPads to support recording in non-written ways
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • The Speech and Language Therapist visits the school regularly to work with children who have been referred to the service. • Some teaching assistants have ELKLAN training to support individuals under the guidance of the Speech and Language Therapist. • In Reception, Time to Talk is used with small groups of children to develop their communication.
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Mentors are available to individual children whose self esteem needs raising, who have had a disruptive emotional event (such as death of a parent) or who have other needs which would be supported by dedicated one to one time with an adult.
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Children who have been referred to the Occupational Therapy or Physiotherapy services may participate in Sensory Circuits – a regular programme to support the development of gross motor skills, and/or Fizzy Hands to develop fine motor skills. • Additional programmes to support children with fine motor skills which affect their handwriting are also run, including 'Write From the Start' and 'Speed Up'.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Mentoring • Home school books • Social skills groups • Quiet areas around the school
<p>Strategies to support/develop reading and writing</p> <ul style="list-style-type: none"> • Participation in 'Read Write Inc' beyond Year 2, or in one to one sessions • 'Nessy Phonics', particularly for children with dyslexic tendencies • 'Rapid Writing' in Key Stages 1 or 2

- 'Project X Code' for Year 3+ readers and writers.

Strategies to support positive behaviour

- Range of social skills games and activities
- Clear whole school behaviour policy with rewards and consequences
- Team Teach trained staff
- Lego therapy-style activities
- Regular contact between child and senior staff to monitor behaviour
- Close contact with parents/carers including regular meetings to discuss strategies and progress

Strategies to support/develop maths

- Use of 'Numicon' in Key Stage 1
- 'First Class @ Number' in Key Stages 1 or 2
- Individual maths support through 'Numbers Count'
- 'Dynamo maths' for children with dyscalculia tendencies

Provision to facilitate/support access to the curriculum

- Support from teaching assistants on a one to one or small group basis
- Differentiated lessons planned by teachers
- Range of resources such as recording devices, coloured overlays, word banks and task sheets to support individual needs
- Hearing loops in classes where recommended by the hearing support service

Strategies/support to develop independent learning

- Task sheets to structure learning into small chunks
- 'Stepping in and out' practiced by staff
- Use of timers and other aids to independent task completion
- Other strategies as recommended by professionals for individuals

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

- Support from teaching assistants and midday supervisors in unstructured times
- Personal care is arranged on an individual basis

Planning and assessment

- Use of 'PIVATS' to record small steps of progress and set appropriate targets
- Individual Education Plans for children who require highly differentiated targets
- Assessment gradings linked to chronological year group expectations so clearer for parents to compare assessments with expected age-related attainment

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- School information booklets on key issues such as dyslexia, gifted children and SEN
- School used as a venue for meetings between parents and professionals
- Curriculum evenings to share information
- Hosting of Team Around the Child meetings and use of Common Assessment Framework documentation.

Access to Medical Interventions

- Annual whole staff training in epilepsy, asthma and anaphylaxis
- Staff training in medical interventions to support individuals

- Commitment to ensure children can all access school trips and residential visits
- Close liaison with school nursing service
- Support for children attending hospital for extended periods/ requiring part time schooling due to medical conditions

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.