

Burleigh Primary School – Overview of Provision

Special Educational Needs and Disability (SEND)

Burleigh School is an inclusive school and may offer the following range of provision to support children with additional needs. This is combined with the provision and teaching provided to the whole class.

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

- Social Skills Group/Individual work to develop an awareness of social skills
- Circle of Friends
- Turn taking games in small groups with a Teaching Assistant (TA)
- Specialised transition sessions within the school
- Buddy System on the playground
- Liaise with Nursery and Secondary Schools to ensure a smooth transition
- Emotional Literacy sessions on a group or one-to-one basis
- School Counsellor to work with pupils individually

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

- Access to I.T. software (e.g. Clicker 6, Communicate: In Print, Acceleread/Accelwrite)
- Prompt and Reminder cards for organisational purposes
- Specialist equipment to aid physical needs (e.g. standing frame, disabled toilet, wheelchair ramps, hoists)
- Staff trained in supporting individual needs (e.g. feeding, hoisting, personal care)
- Visual timetables
- Now and Next board
- Access to laptops/PCs/voice recorders
- Visualisers and smartboards in all classrooms
- Increased use of visual aids, alternative means of recording work and modelling of tasks using images and objects
- Pre-teaching to introduce strategies, concepts and vocabulary
- P.E. equipment specifically for disabled children
- Use of actions, signing and movement to aid memory and develop vocabulary
- Awareness of learning styles – visual, auditory and kinaesthetic approach
- Advice sought from the Low Incidence Team

Strategies/programmes to support speech and language

- Intervention from the Speech and Language Therapist (SALT)
- Staff trained in the ELKLAN programme, to implement Speech and Language targets set by the SALT
- Word/Topic maps used
- Individual visual timetable and task organiser
- In-class support from TA during whole class teaching times to support the understanding of language
- Staff trained in Makaton and sign language
- Pre-teaching and over-learning to introduce and rehearse new vocabulary
- Increased use of visual aids, signs and word mats

Mentoring activities

- Use of Talk Partners in all classes
- Buddy systems
- Use of peer work e.g. for shared writing activities, modelling work
- Older children supporting younger children with reading
- Intergenerational workshops to model to parents strategies to support their children's learning
- Circle Time

Strategies/Programmes to support Occupational Therapy/Physiotherapy needs

- Support and advice from Occupational Therapist and Physiotherapist
- Delivery of advice and strategies from the Occupational Therapist and Physiotherapist by trained TAs
- Fine motor skills/Finger Strong activity programmes
- Individual support to facilitate access to the curriculum (e.g. PE)
- Personal Care Plan for toileting
- Provision of specialist equipment and resources e.g. pencil grips, writing slope and adjustable tables
- Physical adjustments and support as necessary

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

- One-to-one support with the same member of staff, for children with exceptional needs
- Meet and greet at the start and end of the day for children with exceptional needs
- CAMHS (Child and Adolescent Mental Health Services) referral
- Home/school communication books
- Regular informal/formal meetings between staff and parents
- Achievements and celebrating success
- Weekly in-school sessions with a trained school counsellor
- Play techniques used
- CHEXS Extended Schools support
- Emotional Literacy sessions on a group or one-to-one basis

Strategies to support/develop literacy

- Weekly Guided Reading sessions with additional trained staff (Project X)
- S.U.P.E.R Intervention to develop basic reading, phonics and alphabet skills
- Small group interventions with Literacy Programmes (e.g. SirKit, High 5)
- Small daily phonics intervention groups
- One-to-one and small group tuition programme for targeted children (10 x one hour sessions)
- Trained teacher to support EAL (English as an Additional Language) children with Literacy
- Multi-sensory approach to letter formations and phonics
- Phonic workshops for parents
- Special Reading Schemes to develop reading skills
- Use of visual equipment to support the curriculum (e.g. word banks, dyslexia friendly displays)
- One-to-one support for Literacy IEP (Individual Education Plan) targets
- Targeted Year Group split into 3 classes to support teaching of literacy

Strategies to support/modify behaviour

- Personal Support Plans in place if required
- Use of the School's Behaviour Policy
- Whole school and class rules
- Individual reward systems
- Play techniques used e.g. puppets, sand tray work
- Use of social stories
- Consistent and clear sanctions in place
- Home/school book
- Weekly/daily contact with parents
- Time Out/Individual work stations
- Time Out/Feeling boards used to support the children's ability to express needs
- Anger management techniques taught
- School Counsellor
- Emotional Literacy sessions on a group or one-to-one basis
- Flexible teaching arrangements

Strategies to support/develop numeracy

- A trained TA to implement Numbers Count and 1st Class at Number
- One-to-one and small group tuition programme for targeted children (10 x one hour sessions)
- Mega Maths Intervention to identify gaps in learning and use over-learning techniques to support development
- Use of visual and concrete aids (e.g. Numicon, cubes, maths mats)
- Use of practical maths activities
- Targeted Year Group split into 3 classes to support teaching of numeracy
- Years 1 – 6 are set for maths

Provision to facilitate/support access to the curriculum

- Small group support from the classroom TA
- One-to-one support in the classroom from a TA to facilitate access through support or modified resources
- Differentiated curriculum
- Purchase and use of specialist equipment and furniture adaptations (e.g. adaptable desks, desk-top writing slope, neo mat, specialist seating)
- Personalised curriculum and timetable
- Visual Timetable and increased use of visual aids
- Pre-teaching of key facts and vocabulary prior to a lesson
- Individual Risk Assessments carried out for specialised activities and school trips
- Accessible classrooms and school building
- Flexible teaching arrangements

Strategies/support to develop independent learning

- Visual timetables/Interactive classroom displays/Visual aids
- Success Criteria/ Task Checklists
- Now and Next boards
- Structures school and class routines

- Training in routines of the school day
- Promoting self-care and personal hygiene
- Personalised word mats
- Access to personalised ICT equipment to aid recording of work
- Pre-teaching and over-learning opportunities
- Adapted curriculum/Differentiation
- Modified resources and use of kinaesthetic resources
- Use of different groupings
- Alternative methods of recording their learning
- Peer support

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

- Three trained members of staff to administer Mic-Key (Enteral) Feeding
- Support and promotion of self-care and personal hygiene
- Lunchtime support for children with exceptional needs
- Trained staff to hoist
- Buddy system
- One-to-one named TAs to support play and interactions with others at break times
- Trained Midday Supervisors

Planning and assessment

- Individual Education Plan (IEP's)/Target sheets
- Education, Health and Care Plan (EHC Plan)
- Annual/termly review meetings
- Differentiated Curriculum
- Learning Objective and Success Criteria clearly communicated to the children
- CAF (Common Assessment Framework) working alongside outside agencies
- Personal Care Plans
- Targets set following advice from outside agencies
- Use of IAELD and P-levels to assess
- Use of Early Years and Foundation Stage (EYFS) goals
- Pupil Progress meetings termly
- Tracking charts used to track progress throughout the school
- Use of Afl (Assessment for Learning) grids to assess progress

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

- Liaison with a wide range of external professionals including Educational Psychologist, SALT, Bonneygrove Specific Learning Difficulties Base, Middleton Outreach Support, School Nurse, Attendance Improvement Officer
- Parent Consultations/ meetings to review progress
- Open door policy
- Annual Report to parents
- Newsletters/ School Website
- Team Around the Family meetings (TAF) to support implementation of Common Assessment Framework (CAF)
- Support offered to parents to explain professional reports and related school provision plan
- Parents offered help with selection of Secondary Schools or Specialised Schools

Medical Interventions

- Liaison with/ training from external medical professionals
- Staff first aid trained and trained in the use of Epi Pen
- Staff trained in hoisting, personal care and enteral feeding
- Personal Care Plans when necessary
- Procedures in place for storing and administering medicine in school
- Trained first aiders to supervise the medical room
- Access to the School Health Team
- Individual support plans for pupils with medical needs
- Specific staff trained to use specialised exercise equipment (e.g. standing frame)

Transition

- Additional visits to meet their new class teacher and ensure familiarity with the school
- Burleigh Staff to visit the child in their previous setting
- Meetings arranged between school, parents and possibly outside agencies
- Photographs of new school/class and school staff taken home
- Additional lunch time visit to school with a parent
- Peer buddy appointed to support the new pupil for the transition period
- Open days/evenings for children to see all of the school
- Meetings arranged between previous and new teachers
- Transfer of school records to the new school/class

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.