

Upwood Primary Academy Local Offer Special Educational Needs and Disability (SEND)

Please note: as a result of the Coronavirus, the school will action the following as and when appropriate and safe to do so, as per Government guidelines.

Upwood Primary Academy is an inclusive school and may offer the following range of provision to support children with SEND.

Interventions

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

- Buddy system in place for Year 6/Foundation
- Social stories used to discuss events
- Year 6 responsibilities
- Social skills group at lunchtime run by a teaching assistant
- Termly certificates which reward citizenship and weekly assembly certificates
- Allocated member of staff to talk to about things they are proud of
- Key Stage 2 School Councillors and Eco-Councillors
- Art work displayed around the school to show what children have achieved
- Art work displayed in the local hospital to show what children have achieved
- Termly lunchtime 'Golden Table'
- Sports achievement board

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

- Pre-tutoring
- Access to own laptop
- Scribe for writing
- Reader for termly tests
- Specialist equipment to access the curriculum, e.g. visual impaired
- Devices for additional recording, e.g. cameras, voice recorder, iPads
- Audio books
- Workstation
- Rails for step and mobility support
- Coloured overlays
- Coloured paper and exercise books
- Dyslexia friendly dictionaries
- Appropriately coloured PowerPoint backgrounds

- Modified enlarged print and use of magnifying glasses
- Bold lined paper/exercise books
- A comfortable area for 1:1 tuition
- Makaton signing

Strategies/programmes to support speech and language

- Delivery of a speech and language programme by a teaching assistant and/or a parent/carer at home
- Elklan trained teaching assistant
- Talk partners
- Pre-tutoring of specific vocabulary
- Symbol based communication programmes, including PECS
- Makaton sign language
- Communication book
- Supported 'Show and Tell' activities for EYFS/KS1 pupils
- Colour coding programme
- Auditory processing exercises
- Personalised seating plan arrangements

Mentoring activities

- Use of peer mentoring
- Mentoring support from Inclusion Manager or teaching assistant
- Talk partners

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Strategies/programmes recommended by an occupational Therapist or physiotherapist
- Delivery of a planned programme by a teaching assistant, e.g. sensory circuit
- Provision of equipment advised by a specialist
- 'Sit and move' cushion and/or foot wobbler
- Writing slope
- Pencil grips
- Cutting and drawing patterns exercises

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

- Planned programme of support from Inclusion Manager, e.g. Play Plans, Time to Talk
- Meet and greet session at the start of the school day, often met by a teaching assistant
- 'Open door' policy for anxious parents/carers; home school link book
- Referral to Child and Adult Mental Health Service, including a referral for play therapy
- Music therapy provided by Cambridgeshire Music Service (where funding is available)
- Work with Family Support Workers from the Locality Team
- Extra visits as part of secondary transfer and we promote attendance at the 'Summer School' at the local secondary school

- Photograph book when moving year group
- Buddy system in place for Year 6/Foundation
- Fiddle toy
- Rest breaks during lessons and tests
- Mood therapy
- Time out box
- Personalised seating plan arrangements
- Pre-visits to Foundation Class before starting in September
- Pre-visits to Upwood Primary when moving schools

Strategies to support/develop English

- Small group support in class through guided reading and phonics
- Withdrawal in a small group or 1:1 by a teaching assistant for planned catch-up programmes, e.g. Toe by Toe
- Booster lessons in Years 5 and 6
- Repetitive overlearning strategies
- Opportunities for other ways of recording, e.g. use of scribe
- Touch typing programme
- Expanded Rehearsal Technique
- Dyslexia booklet for phonics support
- Punctuation face
- Story boards – visual cues for story writing and writing frames (e.g. Alan Peat)
- Administer Lucid Rapid Test (Dyslexia Screening tool) providing advice for parents/carers
- 1:1 after-school tutoring with member of Senior Leadership Team or TA.

Strategies to support/develop Mathematics

- Small group support in class through guided teaching; withdrawal in a small group or 1:1 by a teaching assistant for planned catch-up programmes
- Numicon
- Mathletics
- Booster lessons in Years 5 and 6
- Use of small, visual apparatus
- Rainbow times table card
- 1:1 after-school tutoring with member of Senior Leadership Team or TA.

Strategies to support and modify behaviour

- Use of the school's Behaviour Policy including reward systems e.g. stickers
- Pastoral Support Plan
- Social skills group at lunchtime run by a teaching assistant
- Home/school contact book
- Visual timetable
- Referral to Specialist Teaching Team to request support of Behavioural Specialist
- Ear defenders to minimise noise distraction
- Sensory circuits
- Personalised seating plan arrangements

Provision to facilitate/support access to the curriculum

- Small group support with a teaching assistant
- 1:1 support in the classroom from a teaching assistant to facilitate access
- Use of specialist equipment, such as a personal screen for visually impaired
- Use of personalised curriculum and individual laptops
- 1:1 after-school tutoring with member of Senior Leadership Team or TA.

Strategies/support to develop independent learning

- Visual timetables and checklists
- Pre-tutoring
- Access to personal ICT
- Chunking of activities
- Use of individualised success criteria
- Vocabulary displayed in classrooms
- Word mats and useful word cards
- Seating arrangements to allow a working buddy

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

- Buddy at playtimes and lunchtimes
- Zoned areas of activities at lunchtimes
- Named teaching assistant at playtimes and before school
- Named midday supervisor at lunchtimes
- Social skills group at lunchtime run by a teaching assistant
- 'Staying' Safe programme
- NSPCC 'Speak Out. Stay Safe' programme: assembly and workshops for Years 5 and 6
- Reminders to drink water frequently and quick access to the toilet at any time
- RSE Curriculum

Planning and assessment

- Teachers plan daily lessons to meet the needs of all pupils promoting learning for all and adopt this in relation to Assessment for Learning
- Teachers also plan 'targeted' support and 'specialist' support for our SEND Support group
- Teachers assess pupils daily
- Access arrangements for pupils taking summative tests, e.g. reader and scribe
- Learning Plans and Provision Map
- Individual targets
- Regular review of targets with parents/carers and child

Liaison/communication with professionals/parents/carers, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals including:
 - Speech and Language Therapist,
 - Occupational Therapist,
 - School Nurse,
 - Community Paediatrician,

- Educational Psychologist,
- Physiotherapist,
- Child and Adult Mental Health Services (CAMHS),
- Visual and Hearing Impairment Services,
- Specialist Teaching Team
- Open door policy
- Regular progress meetings with parents/carers
- We operate the Team Around the Family system for referrals and support
- Explanation of professional reports to parents/carers
- Home/school contact book
- Annual school report

Access to Medical Interventions

- Trained first aiders administer medication
- Medical Care Plans drafted with parents/carers with the support of the School Nurse (when necessary) or a trained first aider
- Access to the School Nurse, including staff training on epipen
- Provision of aids and resources to support learning
- 1:1 support during PE lessons for mobility needs
- Sensory circuits