

Local Offer: Special Educational Needs and Disability (SEND)

Combs Infant School is an inclusive school and offer the following range of provision to support children with Special Educational Needs and Disability (SEND).

Intervention

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

- Use of appropriate visual timetables
- Access to laptops
- Key text enlarged where necessary
- Pre-teaching of strategies and vocabulary
- Specialist equipment to access curriculum
- iPads for a small number of children with SEND
- Smart boards in each class

Strategies/programmes to support speech and language

- Interventions from Speech and Language Therapy Services
- Implementation/delivery of Speech and Language Programmes by a Trained TA in school where applicable.
- Symbols to aid comprehension

Mentoring activities

- Use of learning partners
- Year 2 buddies – in addition to lunchtime staff
- Mixed year Circle Groups (R to Year 2)
- Support from external agencies

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

- Interventions from Occupational therapist/Physiotherapist
- Delivery of planned Occupational Therapy/Physiotherapy programme by TA.
- Targets implemented into class P.E. session where possible.

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

- 'Open door' policy for parents
- Lunchtime staff work as TA group

- Individual support for each child by all staff
- Referral to appropriate outside agencies
- Termly review meetings
- Close links with local family support workers

Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Reading
- One-to-one Literacy support each day for a small number of children
- Small group extra literacy support – both classes
- Spelling groups
- High Five Programme

Strategies to support/modify behaviour

- Use of school's behaviour policy and PSHE policy
- Restorative justice programme
- Time out
- Quiet/calming down areas
- Pastoral support programmes

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Math's interventions
- Personalised Targets and individual programme
- One to one tuition for a small number of children
- Numicon

Provision to facilitate/support access to the curriculum

- Quality first teaching for all children
- Small group support from TA
- One to one support where necessary from a TA
- Resources adapted so they are easily accessible to all children
- Specialist equipment
- Multi-sensory approach

Strategies/support to develop independent learning

- Individualised targets
- Easy access to resources
- Scaffolding / differentiation
- Additional SEND resources in class which allow children to focus on their learning
- Choice of 'challenges' to complete
- Always encouraged to move their learning forward
- Shared ownership of learning

Planning and assessment

- Individual targets
- Individual Education Plans
- Learning Reviews
- Joint planning between Class Teacher and Teaching Assistant
- Regular review of targets

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

- Liaison with a wide range of professionals
- Regular meetings with parents
- Invitations to parents to join in with school SEND training
- Support for parents who have concerns – open door policy
- Regular attendance at meetings for children with SEND
- Attendance at regular SEND conferences

Access to Medical Interventions

- Staff trained in First Aid
- Implementation of Health Care Plans
- Access to the school nurse

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.