**Little Melton Primary School Local Offer 2021-22**

Special Educational Needs and Disability (SEND)

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

|  |
| --- |
| **Intervention:** |
|
| **Social Skills programmes/support including strategies to enhance self-esteem**   * Playground buddies- use of supportive peers * Social stories to discuss events * Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time * 1:1 support |
| **Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)**   * Prompt and reminder cards for organisational purposes * Pre teaching of strategies and vocabulary * Access to lap tops and iPads * Clicker software * Scribes |
| **Strategies/programmes to support speech and language**   * Talk Boost * 1:1 as necessary * Speech therapy where appropriate using supplied resources & delivery of planned programmes by TA |
| **Mentoring activities**   * Mentoring support from SENCO or TA * Use of peer mentoring |
| **Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:**   * Intervention from an Occupational Therapist/Physiotherapy needs * Delivery of planned programmes by TA * Provision of equipment advised by specialist |
| **Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):**   * Time For You * Thrive * Planned programme of support from SENCO/TA * Regular parental contact sessions/home school link book * Parent Support Adviser- potential link to Child and Adult Mental Health service and/or Family Support workers and multi-agency support |
| **Strategies to support/develop literacy inc. reading**   * Phonics groups and 1:1 Wave 3 support * Read Write Inc. resources and methodology * Letters and Sounds resources and methodology * Sounds Discovery * Catch-up Literacy * Additional Literacy Support (resources) * Further Literacy Support (resources) * Homework club * Writing boosters * Bug Club online * Clicker * Nessie – including dyslexia resource * Big Write/VCOP games \* * Small group work |
| **Strategies to support modify behaviour:**   * Use of school’s behaviour policy (see website) * Time out * Behaviour plans * Home-school contact book * Visual time table * Specialist advice from Educational Psychologist * Staff trained in Step-up appraoch |
| **Strategies to support/develop numeracy**   * Numicon * First Class @ Number * Wave 3 resources * Springboard resources * Overcoming Barriers * Catch Up Numeracy * Big Maths strategies |
| **Provision to facilitate/support access to the curriculum:**   * Small group or 1:1 support from TA * Use of personalised equipment |
| **Strategies/support to develop independent learning:**   * Use of visual timetables and checklists * Pre-teaching of vocabulary and content * Access to personal ICT * Chunking of activities * Use of individualised success criteria |
| **Support/supervision at unstructured times of the day including personal care**   * Learning mentor or 1:1 support from TA * Named TA/MSA at playtimes and lunchtimes * Lunchtime clubs, jobs and responsibilities |
| **Planning and assessment**   * Provision mapping * Individual targets * Regular review of targets with child and parents * Termly SCPM |
| **Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**   * Liason with a wide range of professionals eg Education Psychologist, Advisory Support Teacher, Speech and language support team * Regular progress meetings with parents * Home school contact book |
| **Access to Medical Interventions**   * Strategies and policy for the use of personal medication * Individual protocols for children with significant medical needs and allergies * Access to school nurse * Individual support plans * First Aid trained staff * Epilepsy awareness training |

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child from the cluster.