

St. Peter’s RC Primary School

SEND

*We, the family of St. Peter’s united in faith by God strive to learn and grow together to be the best we possibly can everyday.*

St. Peter’s school is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all.

Senco: Marie Attew

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| Interventions |
| Social Skills programmes/support including strategies to enhance self-esteem.   * Small group turn-taking games with Teaching Assistant to support interactions. * Buddy system. * Circle time. * Personalised social stories. |
| Access to supportive environment: IT facilities, i-pad   * Pre-teaching of vocabulary. * Use of word mats. * Prompt and reminder cards. * Question cards. |
| Strategies to support speech and language.   * Delivery of a planned Speech and Language intervention by a Teaching Assistant. * In class support from teaching staff for recommended Speech and language strategies. * Use of Communicate in Print 2. * Visual timetables/prompts in all classrooms. |
| Strategies to support and modify behaviour.   * Green card system used throughout the school. * Social stories * Counselling available from the Brentwood Children’s Society. |
| Strategies to support independent learning.   * Use of visual timetables and checklists. * Word mats. (Containing word and matching picture.) * Pre-teaching of vocabulary and subject content. * Use of I-Pad’s for recording work. * Peer support. |
| Support/Supervision at unstructured times of the day.   * Teachers and Teaching Assistants supervise playtimes. * Lunchtimes, mid-day assistants supervise all play and a named mid-day may be asked to support an individual child or support play/interactions with others. |
| Planning and Assessment.   * Individual Education Plan (IEP). * Annual Statement Review meeting. Moving toward being Education, Health and Care Plans. * Personalised targets. * Termly reviews with parents and class teacher taking into account the views of the parent and child. * Use of P-levels from spring term Year 1 onwards. * Use of Early Years and Foundation Stage (EYFS) goals in Year 1. * Use of “Speechlinks” as a baseline assessment for speech and language in the Reception classes. * YARC-SEN reading assessment. * Talk Boost Tool Kit. |
| Liaison/Communication with professionals/parents, attendance at meetings and preparation of reports.   * Liaison with Speech and Language Therapist, Educational Psychologist, School Nurse, and other relevant professional bodies. * Team around the family meetings (TAF) to support implementation of Common Assessment Framework (CAF). * Explanation of professional reports and related school provision plan to parents. |
| Medical Needs:   * Staff training and liaison with school nurse and other medical professionals when appropriate. * Individual protocols and Health care Plans for children with significant medical needs and allergies. * Hearing and sight tests available from school nurse. * Named staff have first aid training. |