

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.
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| Access to supportive environment: IT facilities, i-pad* Pre-teaching of vocabulary.
* Use of word mats.
* Prompt and reminder cards.
* Question cards.
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| 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.
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| Strategies to support and modify behaviour.* Green card system used throughout the school.
* Social stories
* Counselling available from the Brentwood Children’s Society.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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