



Special Educational Needs and Disability (SEND)

Local Offer for Exceptional /High Needs Pupils

Cunningham Hill Junior School is an inclusive school and may offer the following range of provision to support children with SEND

Interventions
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • Small group work with specialist adult support focusing on PSE development • In class focus on development of inter-personal skills through the use of learning partners / role play / discussion and SEAL programme
<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> • Visual timetables, where appropriate, for specific children • Prompt and reminder cards • Strong home/school partnership • High level of IT resources
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Speaking & Listening skills interventions • Close liaison with Speech & Language Therapist • Use of trained Support Staff working with individuals or small groups • Delivery of planned programmes to achieve targets set by SALT
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Support from family support worker • Support from TA • Planned programme from class teacher
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Close liaison with Occupational Therapist • Use of trained Support Staff working with individuals or small groups • Delivery of planned programmes to achieve targets set by OT
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Ethos of school promotes awareness of whole staff to individual needs • Close contact with parents on a daily basis • Counselling/ Time to Talk sessions available
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Regular support for individuals in class • Intervention support from specialist Support Staff • Home/School partnership • Meetings with parents • Specialist teacher to work with individuals or small groups • Buddy systems eg. Paired reading scheme
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Regular support for individuals in class • Intervention support from specialist Staff • Good range of resources to address individual learning styles
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> • School Behaviour Policy (see school website) • Whole School Approach using STEPS • Reward system –golden time and housepoints • Time out and detention sanctions

<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support in class • 1:1 support in class to facilitate access through differentiated activities or modified resources • Use of specialist equipment such as seating, personal screen for visually impaired, writing slopes, ramps and raised beds for learning outside the classroom • Use of a personalised curriculum
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetable and checklists • Pre teaching of vocabulary and content • Opportunities for 'over-learning' • Use of Learning partners • Classroom expectations
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Use of buddy systems by peers at break times • Named Teaching Assistant at playtime • Named mid-day supervisor at lunchtime
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Individual Education Plans • Individual targets • Regular review of targets with child and parents • Use of personalised curriculum • Use of annotation to show progress and levels of support • Target children for focused intervention assessed half-termly
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals • Regular meetings with parents • Referrals to appropriate professionals with parental agreement • Use of CAF process to support family
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Clear procedures for administration of medication • Health Care Plans • Regular training for all staff on use of life saving interventions • Paediatric trained staff in school • Access to School Nurse for advice

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.

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