

Sir Frederic Osborn School

Special Educational Needs and Disability (SEND)

The following range of provision may be offered to support students with SEN/D

Social Skills programmes/support including strategies to enhance self-esteem

- Intensive social skills/self esteem courses with the school counsellor
- Small group social skills programme with a teacher or TA
- Self esteem mentoring and support from HLTA
- Circle of friends

Access to a supportive technology
(IT facilities/equipment/resources)

- Use of specialist equipment/software to access the curriculum e.g. kindle, reading pen or alphasmart.
- ICT resources and teaching assistant support available in after school Homework Club

Strategies/programmes to support speech and language

- 1:1 interventions from a Speech and Language Therapist
- Language for learning group delivered by SENCO
- Support and specialist strategies used by teaching assistants with guidance from SLT

Mentoring activities

- Tutor time discussions
- Active Mentoring sessions

Strategies/programmes to support Occupational Therapy needs

- Delivery of Occupational Therapy support from specialist teachers (outreach work)

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

- Pastoral support from form tutors and DoL.
- Access to individual programme of study in LSU.
- Targeted specialist support from HLTA.
- Counselling sessions
- Counselling lunch time drop in service.
- Art Therapy
- Referral to CAMHS
- Referral to Educational Psychology service
- Lunch time retreat for vulnerable pupils

Strategies to support/develop literacy, including reading

- Teaching assistant support in lowest English/humanities sets
- Delivery of structured reading intervention in pairs/small groups
- Withdrawal by teaching assistant for 1:1 work.
- Disapplication from MFL to deliver over-learning and pre-teaching of English and Maths skills to underpin and support learning in mainstream lessons.
- Reading Buddy's Tutor time.
- LEXIA reading programme
- 8 week Success Factor course
- 12 week Handwriting/touchtyping course

Strategies to support and modify behaviour

- Use of the school behaviour policy
- Use of 'Rewards and Consequences'
- Use of 'Time Out' cards
- Involvement of behaviour services
- Protective behaviours/ conflict resolution groups and 1:1 work
- Pastoral Support Plans
- 'The Park' specialist teacher support groups (outreach)

Strategies to support/develop numeracy

- Teaching assistant support in lowest Maths set
- Disapplication from MFL to deliver over-learning and pre-teaching of English and Maths skills to underpin and support learning in mainstream lessons.
- Symphony maths programme
- 1:1 tutoring from specialist teachers

Provision to support/facilitate access to the curriculum

- Small group support from a teaching assistant in the classroom
- 1:1 support in the classroom from a teaching assistant
- 'Chunking' of activities and tasks
- Development of a personalised curriculum
- Pre-teaching of strategies and vocabulary
- Over learning of basic concepts to embed learning
- Small group and paired teaching within lessons
- Extra curricular clubs and revision sessions
- Subject specific extra curricular 1:1 teaching support

Strategies to support/develop independent learning

- Use of individualised success criteria
- Independent learning strategies promoted and supported by teaching assistants
- Access to individualised target setting and feedback
- Laminated prompt cards

- Repetition and routine in class to develop self help strategies

Support/supervision at unstructured times of the day

- Lunch clubs
- The Retreat
- High adult presence during lunch time
- TA assistance and support for movement around the site when required
- A 'go to' named person

Planning and assessment

- NC level targets set based on expected progress from prior attainment (TMG)
- Personalised learning and behaviour targets set
- Monitored via Individual Education Plans, Pastoral Support Plans, Group Education Plans, Intervention Impact analysis, Behaviour for Learning reports
- Half termly reports for all students
- Termly tracking and data analysis to identify underachievers
- AFL embedded into all lessons
- Strict collaborative marking and feedback policy

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

- Liaison with a wide range of outside agencies and professionals
- Regular progress meetings with parents
- Letters/telephone calls home with encouragement/praise/reward
- Explanation of professional reports to parents
- Parent drop in coffee morning
- Parent information evenings
- Learning review day

Medical interventions

- Strategies for the use of personal medication
- Individual protocols in place for children with significant medical needs and allergies
- Access to the school nurse
- Individual support plans for pupils with long term illness
- First Aid trained professionals throughout the school
- Information about students shared on interweb