



GLENBROOK

PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY STATEMENT

Glenbrook Primary is an inclusive school and may offer (according to need and individual circumstance) the following range of provision to support children with Special Educational Needs and Disabilities

Access to a supportive environment

- This can be by utilising specialist ICT equipment and facilities. School is supported with the use of this equipment by the Learning Support Team and professionals within Oak Field School
- The use of prompt and reminder cards for individual children to support their behaviour
- Pre-teaching of strategies and vocabulary for children with learning and concentration difficulties
- Specialist equipment to enable individual children to access the curriculum (additional equipment attached to wheelchairs, angled boards, adapted materials, adapted keyboards and control devices)
- Use of signs and symbols where these can support learning
- Use of Makaton where this would be appropriate for an individual child
- Use of BSL sign supported speech where this would be helpful for an individual child

Interventions to support speech and language

- Assessments from a speech and language therapist
- Delivery of a planned speech and language programme from a teaching assistant
- Support from members of staff who have had specific training for particular SALT programmes

Mentoring activities

- Use of talk partners
- Use of peer mentoring/buddying
- Support from the learning mentor
- Planned programme from the class teacher

Strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Interventions from an occupational therapist/physiotherapist
- Delivery of a planned occupational therapy/physiotherapy programme from a care assistant or a teaching assistant

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

- Planned programme of support from an allocated teaching assistant
- Meet and greet session at the start of each day
- Home school book
- Parental contact session at the end of each day or week
- Referral to CAMHS
- Referral to family support worker in children's centre
- Referral to services provided by the children's centre

Strategies to support/develop literacy inc. reading

- Small group support in class
- Withdrawal in a small group for reading specific literacy programmes currently being used within school
- Withdrawal by a teaching assistant for 1:1 support for specific reading intervention programmes
- EAL assessment and advice from a qualified professional
- 1:1 support/withdrawal by a qualified teacher trained to deliver specific intervention reading programmes e.g. Reading Recovery

Strategies to support/develop numeracy

- Small group support in class –targeted support
- Withdrawal in a small group for specific numeracy catch-up programmes such as Rapid
- Withdrawal by a teaching assistant for 1:1 support to fill specific gaps
- Interventions led by qualified teacher to target gaps

Strategies to support/modify behaviour

- Use of the school's current behaviour policy (available on school website)
- Time out within own class and in a partner class
- Involvement of allocated adults/ teaching assistants
- Social skills/behaviour modification groups
- Music interaction groups
- Learning mentor support on a daily/weekly basis

Provision to facilitate/support access to the curriculum

- Small group support from the classroom teaching assistant
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment
- Use of a personalised curriculum
- Dyslexia friendly resources whenever practicable and possible (using coloured papers, overlays, format of the smart board background etc.)
- Use of enlarged resources for individual children

Strategies/support to develop independent learning

- Use of visual timetables
- Use of word banks, word lists, success criteria, prompt cards, check lists
- Individual rewards and feedback
- Pre-teaching of vocabulary and content
- Access to personal ICT
- Use of individualised success criteria and target setting
- Support/supervision at unstructured times of the day including personal care
- Care assistant support for changing, intimate care, toileting support –
Named teaching assistant to support behaviour and encourage social skills at
playtime
- Named member of staff throughout or for appropriate parts of lunchtime

Planning and assessment

- Individual provision maps
- Individual targets
- Regular review of targets with child and parents
- Liaison/Communication with Professionals/Parents, attendance at meetings and
preparation of reports
- SENCO as point of contact
- Liaison with a wide range of professionals
- Termly meetings with parents to discuss progress (will involve written or verbal
input from class teacher, TA and SENCO plus involved professionals as
appropriate)
- Explanation of professional reports to parents if requested or required
- Sharing of support information with parents by school and involved professionals
e.g. Inclusive education service

Medical Interventions

- Strategies for the use of personal medication
- training for staff supporting children with medical conditions
- Provision of aids and resources to support learning in co-operation with health
service professionals and Oak Field School
- Access to the school nurse through a self-referral or school referral system
- Individual health care plans for pupils as appropriate for children with life-long
medical conditions (may not always be necessary)
- 1:1 and 2:1 support for children with complex medical conditions
- Support for children with short term conditions which require medicines to be
administered in line with school procedures

For children with complex Special Educational Need the frequency and extent of provision required may result in the school applying for additional funding to support a child, known as High Level Needs Funding.

Policy prepared by: Gillian Feast (SENCo)

Date prepared: November 2016

Date ratified by the Full Governing Body: 28th November 2016

Signed: Mrs P Shaw  (Chair of the FGB Committee)

Signed: Mrs S Eyre  Headteacher
28/11/16

Review date: November 2017