



## Special Educational Needs and Disability (SEND)

Bromet Primary School is an inclusive school and may offer the following range of provision to support children with SEND

Intervention
Social Skills programmes/support including strategies to enhance self-esteem <ul style="list-style-type: none"> <li>• Individual practical skills sessions programme for a child with a teaching assistant</li> <li>• Small group social skills sessions with a teaching assistant</li> </ul>
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation) <ul style="list-style-type: none"> <li>• Prompts and reminder cards to assist with personal organisation</li> <li>• Access to a computer in school</li> <li>• Pre learning discussion with a teaching assistant to explore strategies and vocabulary</li> </ul>
Strategies/programmes to support speech and language <ul style="list-style-type: none"> <li>• Interventions from a speech and language therapist via a referral</li> </ul>
Mentoring activities <ul style="list-style-type: none"> <li>• Use of talk partners</li> <li>• Partial support from a teaching assistant in a small group</li> </ul>
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs <ul style="list-style-type: none"> <li>• Interventions from an Occupational Therapist/Physiotherapist via a referral to health services</li> </ul>
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) <ul style="list-style-type: none"> <li>• Meet and greet session at start of the day by a teaching assistant in reception classes</li> <li>• Liaison books between home and school</li> <li>• Regular meetings for the parent/carer with the class teacher</li> <li>• 'Circle of Friends' group, social skills where appropriate</li> <li>• Short term support with a member of the pastoral team</li> <li>• Referral to CAHMS via school health</li> </ul>
Strategies to support/develop English inc. reading <ul style="list-style-type: none"> <li>• Small group support in class with a teaching assistant</li> <li>• Withdrawal in a small group for 'catch-up' Literacy/phonics activities</li> <li>• For G and T pupils small group booster sessions</li> </ul>
Strategies to support modify behaviour <ul style="list-style-type: none"> <li>• Individual Behaviour Support Plan</li> <li>• Referral to the behaviour team for support</li> <li>• Modification of timetable in the short term</li> <li>• Use of the school behaviour policy and sanctions</li> </ul>
Strategies to support/develop Maths <ul style="list-style-type: none"> <li>• Small group support in class with a teaching assistant</li> <li>• Withdrawal in a small group for 'catch-up' Maths activities</li> <li>• For more able pupils small group booster sessions</li> </ul>
Provision to facilitate/support access to the curriculum <ul style="list-style-type: none"> <li>• Small group support in the classroom from a teaching assistant</li> <li>• Scaffolding of tasks</li> <li>• Differentiated activities/personalised curriculum</li> </ul>
Strategies/support to develop independent learning <ul style="list-style-type: none"> <li>• Personalised timetables and checklists</li> <li>• Use of individual/personalised success criteria</li> <li>• 'Chunking' of activities</li> </ul>
Support/supervision at unstructured times of the day including personal care <ul style="list-style-type: none"> <li>• Child to adult ratios of MSA's at lunchtime adhered to.</li> </ul>



Planning and assessment <ul style="list-style-type: none"><li>• Support Plans where external advice received.</li><li>• Individual targets</li><li>• Inclusion on the Provision Map</li><li>• Regular review of targets with the child and parents/carers</li></ul>
Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports <ul style="list-style-type: none"><li>• Liaison with a wide range of professionals</li><li>• Regular progress meetings with parents/carers, emails or phone calls</li><li>• Explanation of professional reports to parents/carers</li></ul>
Access to Medical Interventions <ul style="list-style-type: none"><li>• Strategies for the use of personal medication</li><li>• Referrals to the school nurse</li><li>• Individual protocols for children with significant medical needs and allergies</li><li>• One to one support for life saving interventions</li></ul>

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.