

## SEND Provision at Sir Edmund Hillary L.E.A.D. Academy

We aim to provide personalised and targeted support for all our pupils with SEND.

We work with the Local Offer to provide links into the wider community and support groups. We also use a range of interventions and resources to support our pupils with SEND.

Below outlines the school offer for the four categories of SEND. These may change during the year or new strategies tried which are not listed. Not all interventions and resources are appropriate for all children.

### Communication and Interaction Needs

- Quality First Teaching
- Speech and Language Interventions
- Use of NELI programme in EYFS
- Visual timetables across all classrooms
- Personalised visual timetables for individual children, if needed
- Use of 'now and next boards'
- Streamed phonics and reading groups
- Signs and Symbols used around school
- Reasonable adjustment to the environment
- Dyslexia friendly classroom practice
- Awareness of simple adaption of communication
- Writing access materials provided- e.g. coloured reading filters, larger pencils
- Autism Education Trust materials accessed
- Dyslexia screening materials
- Communication in Print software to create symbols
- Provision Maps to set and track targets
- Access to Nurture Provision with bespoke teaching programmes

### Cognition and Learning Needs

- Quality First Teaching
- Precision Teaching interventions
- Partnership with the Inclusion team for referrals
- Writing Access materials provided- e.g. writing slopes, pencil grips
- PIVATS documents used to track progress more accurately
- Working memory needs assessment
- Provision Maps to set and track targets
- Access to Nurture Provision with bespoke teaching programmes

### **Sensory and Physical Needs**

- Disabled toilets located in EYFS and in main school
- Specific programmes provided alongside specialist support - e.g. physio, occupational therapy
- SEN Support Plans and Provision Maps to set and track targets
- Accessibility Action Plan in place
- Ramps into the main building and lifts within school
- Support with changing (intimate care policy)
- Individual Medical Plans and Care Plans
- Personal Evacuation Plans
- Resources to support sensory seeking behaviours, e.g. fiddle toys, chew buddies
- Fun Fit programme

### **Social, Emotional and Mental Health Needs**

- ELSA Support
- Lego Therapy group and Art therapy group
- Daily Meet and Greet
- Use of behaviour reward system and individual 'Treat Afternoons' and termly reward prizes
- Referrals to the Behaviour Support team, BPBP
- Individual reward charts
- Support through Springboard for external services including SFSS and Educational Psychologist
- Use of personalised social stories
- Referral to CAMHS
- Boxall assessment of SEMH needs
- Individual Behaviour plans
- Individual child risk assessments and regulation plans created bespoke to children's individual needs
- Provision Maps to set and track targets
- Access to Nurture Provision with bespoke teaching programmes

Alongside all these categories the school does the following:

- Whole school tracking data
- Differentiation: adapting of teaching as per the teaching standards
- Ensuring awareness: i.e. basic knowledge and understanding of SEND for all staff
- Termly SEND specific training for teaching staff through CPD and phase group meetings
- SENDCo attends regular CPD and L.E.A.D. SENDCO network meetings
- CPD for individual staff as required to enhanced skills levels around specific needs
- Outside agency staff training around a specific pupil as required
- Specific TA support in class with agreed outcomes

- Awareness of LA strategies for graduated response

## The SEND Register

### **SEND Support**

Children with SEND who receive support in school through classroom interventions or personalised provision.

### **Additional SEND Support**

Children with SEND who receive support from external agencies or a more targeted, intense intervention programme. This list includes children who receive additional AFN or HLN funding or have an EHC plan.

In line with the 2014 SEND Code of Practice, Sir Edmund Hillary Academy's SEND register can and does change on a regular basis. The SENDCo regularly monitors the support and progress of all children on the SEND register and children can move between categories according to the current level of support.

## The Local Offer

The Academy works with the Local Authority to ensure pupils and their parents have the support they need and are entitled to.

The Local Offer and guidance for parents / carers can be found by following the link below.

[Local Offer](#)