

School Local Offer

Bentley Heath Church of England Primary School

Special Educational Needs and Disability (SEND)

Bentley Heath Church of England 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">• Social groups for targeted children• Specialist support working with individual children with specific needs• One to one support in unstructured social environments• Transition programme to support induction at new schools and transition to new classes
Access to a supportive environment – IT facilities / equipment / resources (inc. preparation) <ul style="list-style-type: none">• Visual timetable for individual pupils• Pre teaching and review of strategies and vocabulary• Access to netbooks / laptops• Flexible teaching space (one to one or group work)
Strategies / programmes to support speech and language <ul style="list-style-type: none">• Support and advice from a Speech & Language Therapist• Delivery of a planned Speech and Language programme from a teaching assistant following advice from a Speech and Language Therapist• Early intervention before entry to school from the Local Authority Under 6 Team
Mentoring activities <ul style="list-style-type: none">• Use of talk partners during whole class and group sessions• One to one and group support through Family Support Worker
Access to strategies / programmes to support Occupational Therapy / Physiotherapy needs <ul style="list-style-type: none">• Support and advice from Occupational Therapist and Physiotherapist• Delivery of planned Occupational Therapy / Physiotherapy from a teaching assistant eg. BEAM• Specific resources to support individual needs eg. Writing slopes / posture supports
Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents) <ul style="list-style-type: none">• Meet and greet sessions at the start of each day for individual pupils• Home / school communication books• Referral to CAMHS• Referral to Educational Psychologist• Access to Family Support Worker• Planned programme of support from Learning Support Assistant for individual children• Access to Solihull Inclusion & Support Service for individualised support
Strategies to support / develop literacy inc. reading <ul style="list-style-type: none">• Small group and one to one support in class• Withdrawal in a small group or one to one for literacy intervention programmes such as Early Literacy Support, Phonics Groups & ReadingEggs• Support from teacher and teaching assistant on specific IEP targets
Strategies to support / develop numeracy <ul style="list-style-type: none">• Small group and one to one support in class

<ul style="list-style-type: none"> • Withdrawal in a small group or one to one for numeracy intervention programmes such as Mathletics. • Support from teacher and teaching assistant on specific IEP targets
<p>Strategies to facilitate / support access to the curriculum</p> <ul style="list-style-type: none"> • Provision maps for pupils with specific needs • Small group and one to one support in class from teaching assistant / teacher to facilitate access through support and modified resources • Specialist equipment, as appropriate • Support from teacher and teaching assistant on specific IEP targets through the curriculum
<p>Strategies / support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables • Pre teaching and review of content and vocabulary • Access to ICT • School focus on learning to learn through Building Learning Programme • Specific targets in IEPs • Managed transition programme for moving to secondary to school
<p>Strategies to support / modify behaviour</p> <ul style="list-style-type: none"> • Use of the school's behaviour policy • Social skills intervention programme eg. SEAL • Support and advice from the Emotional Social and Behavioural Difficulties Team • Use of positive handling plans for individual children • Access to Family Support Worker • Support from teacher and teaching assistant on specific IEP targets
<p>Support / supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Trained staff in behaviour management and first aid • Learning Support Assistants supporting pupils with severe and complex needs
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Individual Education Plans • Individual targets • Termly review of IEP targets with parents • Differentiated activities to meet individual needs
<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 eg SISS / EdPsych. / EBSD Team • Regular review meetings with parents • Parents and Carers invited to attend all review meetings or provide their views • Signposting for parents and carers provided by Family Support Worker / SENCo / SISS / LINCS
<p>Access to medical interventions</p> <ul style="list-style-type: none"> • Strategies for the use of personal medication • Individual care plans for children with significant medical needs and allergies • Provision of aids and resources to support the learning of individual pupils with specific needs as specified by professionals • Access to the School Nurse • Risk assessments in place for individuals, if specified by professionals • Staff first aid trained • All staff EpiPen trained

For children with severe and complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child.