

Local Offer

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

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and parents on referral. • Peer mentoring • Small social skills groups • Regular class circle time • Support from the learning mentor • Lego Therapy • Positive and restorative approach to behaviour management
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Pre-teaching of new concepts ,strategies and vocabulary to enhance learning • Use of interactive whiteboards. • Regular access to computers and I pads • 1:1 I pads for identified SEN children • Provision of resources to enhance independent learning where appropriate e.g. easy grip pens, scissors, sand timers, visual timetables, adapted learning books, writing slopes, dyslexia texts. • Staff trained to use Clicker 7 which pupils can access on laptops in class
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Provision of small group speech and language support. • Delivery of personal speech and language programmes by learning support assistants. • Assessment by the Speech and Language Service on referral. • Support from hearing impairment team upon referral • Lego Therapy
<p>Mentoring activities:</p> <ul style="list-style-type: none"> • Use of peer modelling and mentoring. • Peer mediators and play leaders for support during lunchtimes and playtimes. • Buddies system across both Key Stages. • Pupil parliament • Circle Time • Learning mentor support
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:</p> <ul style="list-style-type: none"> • Assessment by and intervention from an Occupational Therapist (OT) , on referral • Implementation of individual OT/Physiotherapy support and intervention programmes by school staff for those children in receipt of these services. • Provision of support resources where required e.g. writing slope, pencil grips

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

- Meeting and greeting of parents/carers at end of day by all teaching staff.
- Open door policy
- Collaboration and communication with all external professionals involved with children, as appropriate.
- All staff trained in Safeguarding Children and young people.
- SENCO available at all parents evenings for advice
- Referral to CAMHS where appropriate
- Meetings between the Inclusion team and school nursing team where concerns can be shared and then followed up as appropriate.
- Learning mentor support

Strategies to support/develop literacy including reading:

- Group support in class through guided reading.
- Individual reading support out of class from teaching assistants and parent volunteers.
- Additional individual and small group literacy support delivered by HLTA and SENCO
- Use of lucid rapid to screen for Dyslexia
- Dyslexia friendly strategies used in class
- Referral to the Specific Learning Difficulties team (SpLD) as appropriate.
- Use of specific phonic intervention programmes e.g. ' Sounds~write'
- Bug club computer based reading scheme
- Word Shark computer based reading and spelling program
- Read, write Inc. Get Writing scheme.

Strategies to support modify behaviour:

- Consistent implementation of the school's behavioural policy.
- Support from specialist school, New Woodlands, on referral
- Managed moves between the federation schools
- Close collaboration with parents and a Home school contact book when appropriate
- Referral to an appropriate agency such as Early Help, CAMHS, EP, children's centre
- Learning mentor support
- Use of individualised behaviour plans/charts for specific children
- Social behaviour mapping and social stories
- Reflection zone

Strategies to support/develop numeracy:

- Small group support in class.
- Withdrawal of small groups or individual children for additional numeracy support by HLTA/TA
- Use of support resources e.g. Numicon.
- Use of the ICT 'Mathletics' programme
- Use of iPads and specialist apps
- Targeted support through Maths passports.

Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher and Teaching Assistant.
- 1:1 support from an allocated Learning Support Assistant for children with Education Health

<p>Care Plans</p> <ul style="list-style-type: none"> • School/ Year Group Provision mapping • Individual profiles for pupils on SEN support with specialist advice. • Appropriate differentiation of tasks and activities. • Use of visual support • Implementation of specifically tailored support strategies and programmes
<p>Strategies/support to develop independent learning:</p> <ul style="list-style-type: none"> • Individual success criteria • Implementation of specifically tailored support strategies and programmes • Pre- teaching of new concepts and vocabulary • A challenging and creative curriculum designed to engage all learners and encourage independence. • Learning to learn curriculum
<p>Support/supervision at unstructured times of the day including personal care:</p> <ul style="list-style-type: none"> • Play leaders initiating and supporting activities during lunch break. • Peer mediators for support during lunchtimes and playtimes • Individual lunchtime supervision where specified, i.e. in Education Health Care Plans • Teaching staff support in the lunch hall • Quiet area at lunchtime
<p>Planning and assessment:</p> <ul style="list-style-type: none"> • Individual provision maps for pupils on SEN support with specialist advice. • Differentiated learning activities. • Referrals to external agencies/social care as required. • Incorporation into planning of recommendations and advice provided by external agencies. • Underlying ability assessments and other appropriate assessments undertaken by the Inclusion team as required. • SEN children named on teachers' planning to ensure appropriate challenge for all
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:</p> <ul style="list-style-type: none"> • Liaison with wide range of professionals including training for staff. • Regular progress meetings with parents. • Sharing of professional reports with parents by SENCO. • Identification of needs requiring referral to external agencies.
<p>Access to Medical Interventions:</p> <ul style="list-style-type: none"> • Liaison with School nursing team • Liaison with other medical professionals as appropriate and as required. • Individual care plans for children with medical needs and allergies. • Members of staff trained in First Aid including paediatric trained first aiders. • Regular staff training on asthma and epipen use. • Access to emergency asthma inhalers • Emergency epipen access to be introduced.

You can follow this link to Lewisham's local offer: www.lewishamlocaloffer.org.uk