



## Local Offer

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

Intervention
<p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and parents on referral.</li> <li>• Peer mentoring</li> <li>• Small social skills groups</li> <li>• Regular class circle time</li> <li>• Support from the learning mentor</li> <li>• Lego Therapy</li> <li>• Positive and restorative approach to behaviour management</li> <li>• Mindfulness</li> <li>• Forest School for KS1</li> <li>• Small group sport intervention</li> <li>• Small group art intervention</li> </ul>
<p><b>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of new concepts, strategies and vocabulary to enhance learning</li> <li>• Use of interactive whiteboards.</li> <li>• Regular access to computers and Ipads</li> <li>• 1:1 Ipads for identified SEN children</li> <li>• 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.</li> <li>• Staff trained to use Clicker 7 which pupils can access on laptops in class</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Provision of small group speech and language support.</li> <li>• Delivery of personal speech and language programmes by learning support assistants.</li> <li>• Assessment by the Speech and Language Service on referral.</li> <li>• Support from hearing impairment team upon referral</li> <li>• Lego Therapy</li> <li>• Pre-teaching of key vocabulary</li> <li>• Instructions broken down into small achievable chunks</li> <li>• Staff model language use</li> </ul>



**Mentoring activities:**

- Use of peer modelling and mentoring.
- Peer mediators for support during lunchtimes and playtimes.
- Buddies system across both Key Stages closely linked to values
- Pupil parliament
- Circle Time
- Learning mentor support
- Access to Behaviour Outreach mentors upon referral



**Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:**

- 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, fidget cushions
- Small group sport intervention
- Small group art intervention

**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
- Mindfulness

**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.
- Specific staff trained to use ' Sounds~write' phonic intervention
- Bug club computer based reading scheme
- Word Shark computer based reading and spelling program
- Read, write Inc. Get Writing scheme.
- IDL cloud based differentiated Dyslexia intervention



**Strategies to support modify behaviour:**

- Consistent implementation of the school's behavioural policy.
- A restorative approach for managing unexpected behaviours
- Support from Behaviour Outreach team 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
- Mindfulness



**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 'My Maths' programme
- Use of iPads and specialist apps
- Targeted support through Maths passports.
- Highly structured Maths lessons that develop mastery and allow success for all children.

**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 Care Plans
- 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

**Strategies/support to develop independent learning:**

- 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

**Support/supervision at unstructured times of the day including personal care:**

- Lunchtime supervisors initiating and supporting activities during lunch break.
- Peer mediators supporting activities during lunchtimes
- Individual lunchtime supervision where specified, i.e. in Education Health Care Plans
- Teaching staff support in the lunch hall
- Quiet area at lunchtime
- Use of garden at lunchtime



**Planning and assessment:**

- 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
- PASS assessment of pupils' attitudes to self and school



**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:**

- 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.

**Access to Medical Interventions:**

- 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

You can follow this link to Lewisham's local offer: [www.lewishamlocaloffer.org.uk](http://www.lewishamlocaloffer.org.uk)