

## Townsend C of E School Local Offer, Special Educational Needs and Disability (SEND)

Townsend C of E School is an inclusive school and may offer the following range of provision to support children with SEND

<b>Intervention</b>
<p><b>Social Skills programmes/support, including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• Transition Summer School</li> <li>• Social skills sessions run by student support team</li> <li>• Self-esteem groups as required, run by LINKS staff and the student support team</li> <li>• Individual social skills/ protective behaviours programme run for individual students according to need</li> <li>• Boys Social Skills Group run by Sally Glossop (fortnightly)</li> </ul>
<p><b>Access to a supportive environment –ICT facilities/equipment/resources (Inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• Supportive transition process, extensive communication with primary schools</li> <li>• Pre teaching of strategies and vocabulary for individual students</li> <li>• Use of school laptops according to need</li> <li>• Specialist equipment to access the curriculum</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Interventions and advice from a speech and language therapist delivered by an LSA</li> <li>• Whole staff training on meeting the needs of students with speech and language difficulties</li> </ul>
<p><b>Mentoring activities</b></p> <ul style="list-style-type: none"> <li>• Peer mentors available to all year groups</li> <li>• Support from sixth form mentors</li> <li>• Teacher and student support team mentors</li> </ul>
<p><b>Access to strategies/programmes to support Occupational Therapy/Physiotherapy</b></p> <ul style="list-style-type: none"> <li>• Interventions from an Occupational or Physiotherapist delivered by a trained LSA</li> </ul>
<p><b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b></p> <ul style="list-style-type: none"> <li>• Planned programme of support from a learning mentor/key worker</li> <li>• Planned programme of support from LINKS worker</li> <li>• Groups to support emotional well-being and external support from LINKS staff.</li> <li>• Parental contact at the end of each week as needed</li> </ul>
<p><b>Strategies to support literacy development</b></p> <ul style="list-style-type: none"> <li>• Study Support Club</li> <li>• Accelerated Reader</li> <li>• Sixth form mentoring</li> <li>• Targeted short term small group interventions for students with attainment levels below expectation.</li> <li>• Learning support lessons during years 8 &amp; 9 in place of second MFL</li> <li>• Withdrawal by a specialist LSA for 1:1 intervention programmes as needed</li> </ul>
<p><b>Strategies to support numeracy development</b></p> <ul style="list-style-type: none"> <li>• Targeted short term small group interventions for students whose attainment levels are below expectation.</li> <li>• Withdrawal by a specialist LSA for 1:1 intervention programme</li> <li>• Setting of Maths classes from year 7</li> <li>• Maths lunch time catch up club</li> </ul>

**Strategies to support modify behaviour**

- Use of the school behaviour policy, (available on the website)
- Students may be given a key worker to help them manage their behaviour.
- Pastoral support plans will be put in place
- Support from LINKS staff
- Social skills and behaviour modification groups

**Provision to facilitate/support access to the curriculum**

- Targeted in class support in core subjects
- Teachers provide differentiated materials to support students with additional needs, barriers to learning are identified on lesson context sheets
- Interventions are available to enable students to overcome their barriers to learning, (Note Taking, Handwriting, Speed Reading, and Memory)
- Provision of a personalised curriculum and support as needed
- Case study forums
- Support for visual dyslexia and provision of coloured overlays
- Access to specialist equipment according to need

**Strategies/support to develop independent learning**

- Use of visual timetables and check lists
- Access to personal ICT as needed
- Differentiated curriculum
- Personalised targets and support strategies for students
- Study and Learning Support lessons at KS4Skills for life programme, taught during KS4

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

- LSAs and Learning Supervisors are available to provide support during unstructured time throughout the day
- Teaching staff on duty during unstructured time
- LSAs on duty at lunchtime
- Inclusion Department open at lunchtimes
- A large range of lunch clubs are available

**Planning and assessment**

- Individual student targets
- Sharing of targets with student and parents
- Access arrangements are organised for all exams according to student need.

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

- Liaison with a wide range of professionals
- Regular progress meeting with parents as needed
- Telephone contact with parents
- Home/School contact in ROA
- Student Voice
- Stake holders questionnaires

**Access to Medical Interventions**

- Strategies for the use of personal medication
- Access to First Aid trained staff on site
- Individual protocols for children with significant medical needs and allergies
- Individual support plans for students with short term medical needs
- Liaison and collaboration with ESTMA teachers for students with less than 50% attendance due to medical needs
- Access to specialist advice as required

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.