

# **Breachwood Green JMI School**



## **Provision Statement 2023 -2024**

**Breachwood Green JMI 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:**

- A practical skills programme for individual or small groups of children
- Intervention programme through 1-1 Physical support
- Extra-Curricular activities – attendance at afterschool club and breakfast club
- Involvement with the School Council
- Leadership opportunities
- Hitchin Partnership Family Support Team
- Mindfulness workshops

#### **Access to supportive environment - IT facilities/equipment/resources (including preparation):**

- Pre-teaching / overlearning of strategies and vocabulary
- Specialist equipment to access the curriculum
- Prompt and reminder cards for organisational purposes
- Visual timetables and prompts
- Specific Learning Difficulties(SPLD) friendly working environment
- Access to Woolgrove School (MLD) advice and their facilities
- Use of individual i-pad/laptops/chrome books where necessary
- Use of Clicker 7
- Quiet outside environment – pond area
- Sensory room for children to use as part of sensory diets or for time out to regulate emotions
- School fully accessible
- Ability to produce writing using voice recording devices
- Small group paired or 1:1 support

#### **Strategies/programmes to support speech and language:**

- Interventions from speech and language therapist and delivery of planned speech and language programmes and advice
- Support from a member of staff trained in speech and language strategies in Early Years
- Use of ICT to support speech and language
- Provision Mapping

#### **Mentoring Activities:**

- Use of talk partners and peer mentoring
- Planned activities from the class teacher
- Playground Pals / friendship bench
- School Council totally inclusive
- House System in place and inclusive
- Mixed ability teaching groups
- House Captains

## **Strategies/programmes to support Physical needs through Occupational**

### **Therapy/Physiotherapy:**

- Interventions from an Occupational Therapist /Physiotherapist and Specialist Advisory Support Teachers
- Delivery of planned programme
- INSET training for staff and parents as appropriate
- Equipment to support needs
- Adaptation of environment according to need
- Teaching Assistant support
- Inclusive access to curriculum
- Additional support for sporting opportunities through sport networking North Herts
- PE programmes access to disability sport opportunities
- Personalised PE activities
- Apparatus to support identified needs
- Provision Mapping
- Specialist equipment where required

### **Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents):**

- Planned programme of support from a learning mentor
- Meet and Greet sessions at the start of the day
- Parental contact sessions at the end of each week as required
- Referral to CAMHS
- INSET training
- Access to outside agencies providing wellbeing support including counselling, mindfulness workshops
- School PSHE scheme of work which supports a mindfulness approach
- Secondary School transfer programme for vulnerable children
- Families First Assessment
- Referrals to Developing Special Provision Locally (N. Herts DSPL group)
- Access to family support workers and mental health support team
- Hitchin Partnership Family Support Team
- Provision Mapping

### **Strategies to support/develop literacy, including reading:**

- Termly assessments to enable early identification of need
- Small group support in class through guided teaching
- Small group for literacy intervention programmes
- Regular teacher assessment
- Training at staff meetings
- Clear knowledge and skills progression, enabling staff to identify gaps and track back through relevant learning
- Visitors to the school to promote interest
- Access to resources from Outreach schools and SPLD base
- Modified print and resources
- Phonics taught throughout the school according to the pupils needs
- Access to Higher Attainer opportunities within North Herts Partnership schools
- Woolgrove School (MLD)
- Parent helpers to support with additional reading sessions
- Provision Mapping
- Use of IT to support Reading comprehension i.e. Accelerated Reader
- Guided reading support materials
- Raised profile of reading – Reading Assembly
- Provision Mapping

**Strategies to support / modify behaviour:**

- Use of school's Behaviour Policy (available on School Website)
- Time out and ability to use the sensory room
- House tokens
- Termly Presentation Assemblies which include award ceremonies
- Celebration assemblies – Worker of the Week, Breachwood's Got Values
- School and class rules and sanctions
- Involvement of a learning mentor
- Social skills
- Staff training and use of a restorative justice approach
- School Council/ Playground pals
- Support from Outside agencies
- Art, Play, ICT therapy sessions either small group or 1:1
- Involvement of North Herts Behavioural Support Team
- Golden Time opportunities for KS1
- Provision Mapping

**Strategies to support / Numeracy:**

- Small group support in class through guided teaching
- Withdrawal in a small group for numeracy intervention programme
- Additional support from teaching assistant for 1:1 / small group support and pre- or post-topic teaching
- External support from Woolgrove or SPLD Base
- School based class intervention group opportunities targeting specific needs
- Opportunities for higher attaining students with other schools
- ICT opportunities
- Provision Mapping
- Use of manipulatives across the school to support mathematical understanding
- Individual apparatus
- Booster Group opportunities and support
- Links with other schools through activities and moderation
- Access to Mathletics and Times Table Me
- Fluency sessions

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

- Small group support from classroom assistant
- 1:1 support in the classroom from a teaching assistant to facilitate success through support or modified resources
- Specialist equipment
- Use of personalised curriculum
- Classes supported with a teaching assistant as required
- ICT resources including i-pads/chrome books
- Advice from outside agencies
- Individual self-help apparatus
- Access to disabled sporting opportunities
- Skills and knowledge progression to enable tracking back to identify gaps.

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

- Learning mentor at play / lunchtimes
- Named teaching assistant at playtimes
- Named midday supervisor (MSA) at lunchtime
- Specialist equipment
- Playtime leaders/ Buddy system in place
- Good adult to child ratio at unstructured times
- A range of clubs available to engage children at these times
- Breakfast and After School provision
- Ramps in place to allow for flow and access around the school
- Access to sports clubs at lunchtimes

- Staff trained in additional First Aid i.e. Epi-pen and Diabetes management

### **Planning and Assessment**

- Provision Maps and Personal Plans - reviewed termly with staff and parents with next steps agreed
- Pen Portraits for each child
- SEN Chronology for each pupil
- Individual targets for children on SEN register that are reviewed termly with Class Teacher, Parents, Child and SENCo
- Termly Pupil Progress meetings with Headteacher
- Personal Education Programme (PEP)
- Regular assessment of progress and reviews
- Differentiated planning to move children's learning on
- Intervention strategies and assessment
- External advice
- Designated SEN staff meetings including SEN Governors
- Marking includes next steps
- Personal health plans where necessary
- At least termly SEN specific staff meeting/training
- Links with feeder pre-schools/nurseries to discuss future needs in advance
- Secondary transition meetings
- Access to training for staff and parents from a variety of out of school professional organisations eg Autism, Downs Syndrome, Diabetes etc

### **Liaison / communication with Professionals/ Parents, attendance at meetings and preparation of reports (see earlier provision statements):**

- Liaison with a wide range of professionals including medical
- At least termly progress meetings with parents
- Explanation of professional reports to parents
- Attendance at specified meetings
- Direct parents to support groups/networks
- Extended school opportunities
- County SEND networking information termly
- Attendance at Group DSP1 Hitchin Cluster Support Group meetings termly

### **Medical interventions**

- Strategies and training for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs
- 1:1 support for lifesaving interventions
- Staff training to include parents and governors
- Health Care Plans
- Regular audit of accessibility needs
- Access to emotional health and well-being counselling

**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 Local Higher Needs Funding. Currently for children residing in Luton additional funding will be sought from the Luton Assessment Team.**