



Altmore & Lathom Schools Federation

**Summary of Provision
2016-2017**

Summary of Provision for SEN/D Pupils at Altmore & Lathom Schools Federation

Area of Need	All children (where appropriate) will have access to	Some children will have access to	A few children will have access to
Communication and Interaction needs	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Exciting, relevant and differentiated curriculum</p> <p>Structured school and class routines</p> <p>Opportunities for small group work both in and outside the class</p> <p>Educational Visits</p>	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Targeted support from class Support Staff</p> <p>Specialist language enrichment and auditory memory groups led by School based Speech & Language Therapist</p> <p>Social skills groups</p> <p>Colourful Semantics</p> <p>Specialised equipment to access learning</p>	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Input from Advisory Services - Language, Communication, Interaction Service</p> <p>-Complex Needs and Dyslexia Service</p> <p>-Sensory Service</p> <p>-Speech and Language Therapy Service</p> <p>Differentiated curriculum</p> <p>1:1 Support</p> <p>Personalised Provision Maps</p> <p>School Support Plan</p> <p>Augmented learning environment</p> <p>Signalong</p> <p>Programmes of support</p> <p>Picture Exchange Communication System (PECS)</p> <p>Small group activities</p> <p>Individual work area</p> <p>Access to Soft play And Sensory room</p> <p>Adjustments to their environment</p> <p>Transition books/ audio/ DVD</p> <p>Person Centred Annual Reviews</p>
Cognition and Learning Needs	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Exciting, relevant and differentiated curriculum</p> <p>Planned and specific Assessment for Learning opportunities</p> <p>Use of Computing technology</p> <p>After school clubs</p> <p>Educational Visits</p> <p>Daily phonics in EYFS and KS1</p> <p>RML Phonics for targeted children in KS2</p> <p>Nurturing environment</p> <p>1: 1 Reading</p>	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Differentiated curriculum</p> <p>Intervention groups</p> <p>Numicon resources</p> <p>Targeted homework</p> <p>Access to extra-curricular activities with 1:1 support when needed</p> <p>Reading Comprehension groups for targeted children</p>	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Input from Advisory Services – as above</p> <p>Differentiated curriculum</p> <p>Personalised timetable that include additional preparation for Educational Visits</p> <p>1:1 Support</p> <p>Personalised Support Plans</p> <p>Programmes of support</p> <p>Intervention groups</p> <p>Individual work area</p> <p>Tactile and Sensory resources</p> <p>Access to Soft play and Sensory room</p> <p>Transition books/ audio/ DVD</p> <p>Person Centred Annual Reviews</p>

<p>Behaviour, Emotional & Social Needs</p>	<p>Quality first teaching and learning opportunities Language enriched environments Federation wide Behaviour Policy Whole school/ class rules/ rewards and sanctions Extra-curricular activities School Assemblies Themed curriculum with a focus on social aspects to learning</p>	<p>Quality first teaching and learning opportunities Language enriched environments Differentiated plans with personalised sanctions and rewards linked to Federation Behaviour Policy Self-esteem groups Social stories Social group Resilience Project</p>	<p>Quality first teaching and learning opportunities Language enriched environments Input from Advisory Services -Behaviour Support Service -Educational Psychology Service -Child and Family Consultation Service 1:1 Support From Learning Mentor Social groups Self-esteem groups Social stories Augmented learning environment Specific targeted group Use of visual resources Transition books/ audio/ DVD Person Centred Annual Reviews</p>
<p>Physical and Medical Needs</p>	<p>Needs assessed Risk assessment of learning environment Qualified First Aiders School accident policy procedures</p>	<p>Care Plan – reviewed annually by School Nurse or Health Visitor with Parents and School staff Supervision to administer medication pumps Input from Occupational Therapy Service and Physiotherapy Service</p>	<p>Input from Advisory Services -Physiotherapy Service -Occupational Therapy -Wheelchair Service Individual risk assessment of their need in the learning environment carried out by Advisory Service Care Plan – reviewed annually by School Nurse or Health Visitor with Parents and School staff Administration of emergency medication by trained staff Assistive Technology as needed Use of walking aids Brailed environment Hoist trained staff Access to a Teacher wearing Radio Aids Individual therapy programmes Extra-curricular activities with 1:1 support where needed Transition books/ audio/ DVD Person Centred Annual Reviews Personal Emergency evacuation Plans (PEEP)</p>