

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	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Exciting, relevant and differentiated curriculum • Structured school and class routines • Opportunities for small group work both in and outside the class • Educational Visits 	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Targeted support from class Support Staff • Specialist language enrichment and auditory memory groups led by School based Speech & Language Therapist • Social skills groups • Colourful Semantics • Specialised equipment to access learning • Differentiated curriculum 	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Input from Advisory Services <ul style="list-style-type: none"> - LCIS - CNDS - Sensory Service - SLT • 1:1 Support • Personalised Provision • School Support Plan targets • Augmented learning environment • <i>Signalong</i> • Programmes of support • Picture Exchange Communication System (PECS) • Small group activities • Individual work area • Intensive Interaction • Attention group • Colourful Semantics • Core Boards • A variety of visuals to support understanding of routines • Access to Soft play And Sensory room • Adjustments to their environment • Transition books/ audio/ DVD • Person Centred Annual Reviews
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Exciting, relevant and differentiated curriculum • Planned and specific Assessment for Learning opportunities • Use of Computing technology 	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Differentiated curriculum • Intervention groups • Numicon resources • Targeted homework 	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Input from Advisory Services – as above • Differentiated curriculum

	<ul style="list-style-type: none"> • After school clubs • Educational Visits • Daily phonics in EYFS and KS1 • RML Phonics for targeted children in KS2 • Nurturing environment • 1: 1 Reading 	<ul style="list-style-type: none"> • Access to extra-curricular activities with 1:1 support when needed • Reading Comprehension groups for targeted children 	<ul style="list-style-type: none"> • Personalised timetable that include additional preparation for Educational Visits • 1:1 Support • Personalised Support Plans • Programmes of support • Intervention groups • Individual work area • Tactile and Sensory resources • Access to Soft play and Sensory room • Transition books/ audio/ DVD • Person Centred Annual Reviews
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Quality first teaching and learning opportunities • Language enriched environments • Input from Advisory Services: <ul style="list-style-type: none"> - Behaviour Support Service - Educational Psychology Service - Child and Family Consultation Service • 1:1 Support From Learning Mentor • Social groups • Self-esteem groups • Social stories • Emotional regulation resources • Augmented learning environment • Specific targeted group • Use of visual resources • Transition books/ audio/ DVD • Person Centred Annual Reviews
Physical and Sensory	<ul style="list-style-type: none"> • Needs assessed • Risk assessment of learning environment • Qualified First Aiders • School accident policy procedures 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Input from Advisory Services: <ul style="list-style-type: none"> - Physiotherapy Service - Occupational Therapy - Wheelchair Service • Individual risk assessment of their need in the learning

			<p>environment carried out by Advisory Service</p> <ul style="list-style-type: none"> • 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 • Individual therapy programmes • Extra-curricular activities with 1:1 support where needed • Transition books/ audio/ DVD • Person Centred Annual Reviews
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