

## Provision in Seaham Trinity Primary School

<p>Strategies/programmes to support communication and interaction</p>	<p>Inclusion Manager liaises with speech and language services (SALT) on a regular basis. We have bought a service level agreement (SLA) for SALT for weekly support (April 2017-2018).</p> <p>Specific speech and language small groups</p> <p>Specific social skills programmes e.g. Identiplay, Time to Talk, Getting Along, Socially Speaking, and Circle of Friends.</p> <p>Use of Communicate in Print (visual resources)</p> <p>Circle time takes place in each class on a regular basis</p> <p>Personal and social education covers all aspects of emotional and social development</p> <p>Staff are flexible in responding to issues as and when they arise (e.g. friendship problems, issue on playground, self-esteem issues).</p> <p>Social stories</p> <p>Additional lunchtime provision to support social interaction/play skills.</p> <p>A behavior support worker, who is involved with a wide range of group sessions in and out of the classroom.</p>
<p>Strategies to support mental health, emotional well-being and self-esteem</p>	<p>Place2Talk (offers a listening service for individuals and groups who have concerns/issues)</p> <p>Place2Be offers 1 to 1 counselling services for children with particular emotional difficulties or for those suffering family trauma</p> <p>Place2Be parent counsellor</p> <p>Place2Be parents course 'Circle of Security'</p> <p>Multi -agency working as a method of supporting children/families</p> <p>Listening Matters offers an 8 week listening service for children with short term self - esteem, or relationship issues.</p> <p>Close liaison with available services e.g. CAMHS, Looked After Children services</p> <p>'Relaxed Kids' programme being introduced on a rolling programme across the school (promotes pupils being able to regulate their own emotions)</p> <p>Anti-bullying strategies well established</p> <p>Children involved in the Good to be Green scheme to enhance positive behaviour choices.</p> <p>Access to a supportive/inclusive environment e.g. ICT facilities/equipment/resources (including preparation)</p>

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	<p>Mentoring strategies including, use of talk partners, buddying system for new starters, Playground Buddies</p> <p>Support/supervision at unstructured times of the day including personal care</p>
<p>Strategies/programmes to support Sensory/Physical Needs</p>	<p>At Seaham Trinity Primary School we have funded an in-school service level agreement with Treetops (Occupational Therapy). This enables pupils with sensory and physical needs to be assessed promptly, and school/home advised how to support to best meet their needs.</p> <p>Delivery of targeted and planned individual/small group occupational therapy (Treetops) programmes (SLA agreement)</p> <p>Close working relationship with a range of additional professionals e.g. Occupational therapy (NHS), Hearing and Visual Impairment service</p> <p>Timetabled physical/calming 'breaks' to reduce sensory difficulties</p> <p>Additional access strategies/resources as required/advised by external professionals</p>
<p>Strategies to support/develop Cognition and Learning e.g. literacy (including reading) and numeracy</p>	<p>Ability group teaching used where appropriate/necessary</p> <p>Teaching Assistants targeted to need</p> <p>Differentiated teaching of phonics (RWI) throughout the whole school</p> <p>Lunchtime reading club</p> <p>Specific targeted one-to-one and small group interventions for Literacy (e.g. Precision Teaching, Fresh Start)</p> <p>At Seaham Trinity Primary we have chosen to employ additional teachers to boost writing, reading and maths in groups/1:1.</p> <p>Pupil Progress Meetings to monitor progress and identify proposed additional provision</p>
<p>Strategies to support behaviour choices</p>	<p>At Seaham Trinity Primary School we employ a Behaviour Intervention worker who leads Behaviour initiatives e.g. Good to be Green, Anti-bullying, and individual behaviour plans.</p> <p>Whole school Good to be Green scheme to support positive behaviour choices. However, some pupils need individual behaviour programmes.</p> <p>At Seaham Trinity Primary we have funded additional support through Behaviour Intervention Team (BIT) and Crisis Response.</p> <p>Staff who are proactive in dealing with situations if they arrive and de-escalating situations through discussion etc.</p> <p>Systems in place at lunchtime to support children who have behaviour and emotional difficulties, and activities provided for all children</p> <p>The above is also embedded in our personal and social education curriculum</p>

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	Team Teach trained staff
Provision to facilitate/support independence and access to the curriculum	<p>Access to ICT equipment as needed e.g. Ipads, laptops, voice recorders</p> <p>Access to Apps that support a range of needs e.g. motor skills, math's/literacy skills</p> <p>Access to specific interactive programmes e.g. Clicker, Nessy</p> <p>Access to range of services such as Educational Psychologists, CAMHS, speech and language</p> <p>Staff skilled in use a range of multisensory (e.g. see, hear, touch) approaches to support inclusion in all activities</p> <p>School fully meets the Disability Act (ramps, disabled toilets, door sizes)</p> <p>Visual timetables incorporated throughout the school</p> <p>Social stories</p> <p>Skills based curriculum</p> <p>Place2Be/ Place2Talk</p> <p>Assessment for Learning that provides individual catch up on a daily basis</p> <p>Focused marking and verbal feedback</p> <p>SEN Support Plans/Education Health Care Plans/Medical Care Plans</p> <p>A range of after schools clubs accessible to all pupils</p> <p>Termly tracking and monitoring of progress towards targets</p> <p>Effective deployment of staff to meet additional needs, over and above quality first teaching.</p> <p>School links with Surestart Children's Centre, One Point Hub, Local Churches, Care Homes, and other community associations.</p>
Strategies to support pupils with Medical Interventions	<p>All teaching staff, at Seaham Trinity Primary School are trained in Paediatric First Aid</p> <p>Individual protocols for children with significant medical needs and allergies, including lunch menus</p> <p>Individual Medical Care plans/Education Health and Care Plan for those children with significant or complex needs</p> <p>Provision of aids and resources as necessary to support learning</p> <p>Support and access to health visitors/school nurse and specialist medical professionals as necessary for e.g. Epipen, epilepsy and diabetes training and to update medical care plans.</p>

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	<p>Emergency Asthma kits in school to be used for pupils with diagnosed asthma, or prescribed inhalers.</p> <p>Flexibility and resourcefulness when dealing with rapidly changing needs</p> <p>Access to Homes and Hospital service for pupils with severe/long term medical needs to support learning at home</p> <p>For children with severe, complex and lifelong SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Top Up Funding or an Education Health Care Plan.</p> <p>School fully meets the Disability Act, e.g. ramps, disabled toilets, full wheelchair access.</p> <p>Multiagency working with parents and a range of appropriate professionals to support the family's needs.</p>
<p>Support for Looked after Children (LAC) with SEND:</p>	<p>Regular reviews Regular PEP (Pupil Education Plan)with Durham Authority LAC team to monitor progress</p> <p>Additional support as above to meet their individual needs.</p> <p>A focus on positive relationships, security and stability.</p> <p>Use of any of the emotional well-being support available in school.</p> <p>Close working with NSPCC and Barnardos.</p>