



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</p> <p>Language enriched environments</p> <p>Federation wide Behaviour Policy</p> <p>Whole school/ class rules/ rewards and sanctions</p> <p>Extra-curricular activities</p> <p>School Assemblies</p> <p>Themed curriculum with a focus on social aspects to learning</p>	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Differentiated plans with personalised sanctions and rewards linked to Federation Behaviour Policy</p> <p>Self-esteem groups</p> <p>Social stories</p> <p>Social group</p> <p>Resilience Project</p>	<p>Quality first teaching and learning opportunities</p> <p>Language enriched environments</p> <p>Input from Advisory Services</p> <ul style="list-style-type: none"> -Behaviour Support Service -Educational Psychology Service -Child and Family Consultation Service <p>1:1 Support From Learning Mentor</p> <p>Social groups</p> <p>Self-esteem groups</p> <p>Social stories</p> <p>Augmented learning environment</p> <p>Specific targeted group</p> <p>Use of visual resources</p> <p>Transition books/ audio/ DVD</p> <p>Person Centred Annual Reviews</p>
<p>Physical and Medical Needs</p>	<p>Needs assessed</p> <p>Risk assessment of learning environment</p> <p>Qualified First Aiders</p> <p>School accident policy procedures</p>	<p>Care Plan – reviewed annually by School Nurse or Health Visitor with Parents and School staff</p> <p>Supervision to administer medication pumps</p> <p>Input from Occupational Therapy Service and Physiotherapy Service</p>	<p>Input from Advisory Services</p> <ul style="list-style-type: none"> -Physiotherapy Service -Occupational Therapy -Wheelchair Service <p>Individual risk assessment of their need in the learning environment carried out by Advisory Service</p> <p>Care Plan – reviewed annually by School Nurse or Health Visitor with Parents and School staff</p> <p>Administration of emergency medication by trained staff</p> <p>Assistive Technology as needed</p> <p>Use of walking aids</p> <p>Brailed environment</p> <p>Hoist trained staff</p> <p>Access to a Teacher wearing Radio Aids</p> <p>Individual therapy programmes</p> <p>Extra-curricular activities with 1:1 support where needed</p> <p>Transition books/ audio/ DVD</p> <p>Person Centred Annual Reviews</p> <p>Personal Emergency evacuation Plans (PEEP)</p>