

Conyers School Offer

Setting Readiness

Communication and Interaction

Quality First Teaching

Differentiation of activities

Environmental considerations

SEAL materials and interventions

Pastoral interventions: meeting and greeting; restorative practice; lunch clubs; school visits

Support for child/young person to express their views and aspirations

Personalised support to target identified areas of need

Flexible student groupings

Advice and guidance from ASD specialist

Training for staff: understanding ASD; supporting Social Communication Difficulties; sensory processing issues

Access to individual support based on targets

Careful consideration of group dynamics in the class

Establish strategies to facilitate communication and to assess learning

Classroom teaching assistance [TA] targeted to support access for specific tasks/ settings

Small group support

Supporting specific areas of difficulty

Individual work on recognition and understanding of emotions

Access arrangements

Regular social skills group

Facilitate alternative recording strategies

Modified and adapted PE/ leisure sessions as required

ICT equipment as necessary to support curriculum access and examinations

Time limited intervention programmes with staff who have knowledge/ skills to address specific needs may include: withdrawal for social interaction/ communication groups; Lego Therapy; Theraplay

Individual work around recognition and understanding of emotions, including personalised visual supports and resources/ interventions eg 5 point scale

Use of key working approaches

Peer awareness is actively promoted and embedded in everyday practice

Individual emotional 'checking in' and 'checking out' at the beginning and end of sessions/ day to encourage self-monitoring

Support child / young person to manage change and transition

Additional processing time
Broken down instructions and information
Access to calm and distraction free environments
Individual support to implement recommendations from Speech and Language Therapy service
Programmes to develop social interaction as per specialist guidance
Disapplication from certain subjects if appropriate within agreed timescale
Adult support to access an individualised curriculum
Planned support during break and lunch times
Exploring the student's identify and understanding their needs/ diagnosis

Cognition and Learning

The school is flexible in adapting the core offer to meet needs of all students
Flexible grouping arrangements
Differentiation of activities and materials
Differentiated questioning
Use of visual, auditory and kinaesthetic approaches
Awareness that a child/ young person may need more time to complete tasks
Routine feedback to students
Focussed guided reading and writing groups
Barriers to learning are considered and appropriate arrangements made to overcome these
Environmental considerations are made to meet the needs of all students eg seating position, personal space, classroom layouts and displays and signage
Opportunities are provided for small group work based on identified need
A learning environment which supports following routines and develops resilience
Access to adults who are skilled and experienced in supporting students with general and specific learning difficulties
Make reasonable adjustments: breaks and transition arrangements
Materials which reduce or support
Effective use of IT equipment to support learning
Class teachers/ SENDCo make good use of recommendations from outside agencies/ specialists
Teaching assistants are used flexibly so that the teacher can focus on individuals and groups
Some use of small group/ 1-1 programmes planned by the teacher and delivered by a teaching assistant to address specific difficulties
Whole school/ settings systems evaluate the impact of interventions and monitor the quality of teaching and learning
Some withdrawal for short periods with planned learning
Advice from external agencies is implemented in the classroom

Enhanced opportunities to use technological skills

Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual student level

Some adaptation to the National Curriculum programme of study may be necessary to reflect attainment

Routine opportunities for over learning and practice of basic skills on a daily basis

Flexible seating arrangements enable the child/ young person to interact and learn with a range of peers

Specialist, highly skilled and trained staff

Alternative ways to record work are offered

Functional skills in English and Maths

Support to build a personal profile of interests and ambitions

Social, Emotional and Mental Health

Promote an ethos and environment that: promotes respect and values diversity; sets high expectations; plays a role in supporting the child/ young person to be resilient and mentally healthy; develops a supportive setting and classroom climate; explicitly teaches social and emotional skills, attitude and values

Provide clear boundaries and robust policies

A whole school approach so that all staff respond to children/ young people in a consistent way

A commitment to promoting the emotional wellbeing of staff and students

Promoting good mental health is the responsibility of all members of school staff and community. All staff should have an awareness

Understand the causes of behaviour and use effective approaches to behaviour management

Seek appropriate support for children/ young people experiencing negative experience and distressing events, including referrals to appropriate services eg Child and Mental Health Service [CAMHS], Early Help, counselling services, etc

Personalise reward systems covering targeted lessons/ activities, known to all relevant school staff

Careful consideration of group dynamics within the class

Individual or small group support for emotional literacy eg recognising emotions

Oversight when moving between location/ classroom

Use of key working approaches to ensure the child/ young person has a trusted adult to offer support during vulnerable times

Individualised support to implement recommendations from support services

Time limited intervention programme with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes

Identified individual support across the curriculum in an inclusive setting

Use of key working

Personalise reward system
Time limited intervention programmes
Individualised support to implement recommendations for relevant professionals
Teaching focusing on both learning and social emotional curriculum
Personalised pathway is a priority to re-engage with education
Support through solution-focused approaches and regular supervision for staff working with the child/ young person
Child/ young person able to leave the classroom at regular intervals to self-regulate
De-escalation, Team Teach, Thrive, Inbereavement support

Sensory and
Physical Needs

Hearing impairment

Use of hearing and radio aids in all lessons
Sustain consistent environment
Training and demonstration in the use of specialist equipment to support access to learning
Arrangements in place for regular [daily where required] monitoring and checking of specialist equipment eg hearing aids and radio aids by setting staff
Deaf awareness training for all staff and bespoke training in meeting the needs of child/ young person
Assessment, advice and recommendations from specialist teachers
Differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access
Appropriate differentiation for assessment and examination materials and recording of answers with advice given to child/ young person
Classroom management strategies
Daily personalised group learning
Equal access to curriculum, premise, information and assessment
Appropriate seating arrangements
Specialist language assessments
Monitoring of social and emotional wellbeing and inclusion
Opportunities to champion the voice of the child/ young person
Advice on referral to speech and language therapy
Programme to develop social interaction and emotional wellbeing with support
Advice and assessment of the use of specialist or adapted ICT to access the curriculum

Visual impairment

Training in the use of specialist equipment to support access to learning and bespoke training in meeting the needs of child/ young person

Resources in place to support this inclusive learning eg enlarged print, tactile models, activity cues, seating arrangements

Ensure that child/ young person uses glasses to correct vision if required

Understanding the impact of eye conditions on learning and the identified needs

Appropriate differentiation for assessment and examination materials and recording of answers

Breaks as appropriate

Programme to develop social interaction and emotional wellbeing with support

Advice and assessment of the use of specialist or adapted ICT to access the curriculum

Physical Needs

Training and demonstration in the use of specialist equipment to support access to learning, including moving and handling

Training advice from specialist services eg Occupational Therapy [OT], Physiotherapist, School Nurse

Adaptive and reasonable adjustments to the environment eg hoist and medical/ care plan

Therapy programmes eg Occupational Therapy [OT], Physiotherapist, Speech and Language Therapy [SaLT]

Quality first teaching meets the needs of all students

Flexible groupings

Routine feedback to students

Environmental consideration made to meet the needs of the child/ young person

An understanding that the physical disability/ medical need may have a wider impact on a child/ young person's social and emotional wellbeing despite the apparent lack of obvious impairment

A range of alternative/ modified equipment and teaching materials available eg pencil grips, portable writing aid, ICT, spring loaded scissors

Rest breaks/ movement breaks and time to leave the classroom

Appropriate differentiation of tasks and teaching styles

SEAL materials and interventions

Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate

Provision of an inclusive curriculum in all subject areas

Opportunities for additional experience to develop fine, gross motor skills and visual perception

Access to Key Worker if necessary

Support to manage medical condition

Access arrangements for assessments and examinations eg ICT, scribe, rest breaks

Awareness of social and emotional aspects of disability

Individual interventions

Programme to develop social interaction and emotional wellbeing with support

Advice and assessment of the use of specialist or adapted ICT to access the curriculum

School life may need to be modified to balance medical/ educational needs

Movement breaks to support sensory needs