**Local Offer – Special Educational Needs and Disability (SEND) 2022**

The Tutorial Foundation works with different local authorities including Bromley, Lewisham, Bexley, Kent, Greenwich, Croydon and Lambeth.

**Intervention**

Social skills programmes/support including strategies to enhance self-esteem.

* Social skills sessions by Inclusion Leader, Learning Mentor and/or Welfare officer.
* Intervention for Family Support Worker by Welfare Officer for an individual child.
* Time spent in a small group (maximum 4 students) more appropriate for needs of an individual child.
* Individual pastoral support plans and/or behaviour plans.
* Counselling sessions with specialist counsellor.

**Access to a supportive environment – IT facilities/equipment/resources (including preparation)**

* Access to class laptops.
* Access to individual laptops when appropriate.

**Strategies/programmes to support speech and language**

* Support and advice from a Speech and Language Therapist.
* Delivery of personal speech and language programmes.

**Mentoring activities**

* 1:1 and group sessions with Learning Mentor or Welfare Officer.
* Appropriate social groupings for break and lunch times.
* Student voice is encouraged in School Council.

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

* Home/school communication books and regular phone calls home when necessary.
* Welfare Officer and/or Learning Mentor.
* Planned support from teaching staff.
* Referral to CAMHS.
* In-house counsellor
* Individual Pastoral Support Plan.
* Team Around The Child/Team Around The Family meetings, supported by Common Assessment Framework.
* Counselling sessions with specialist counsellor.
* Availability of a quiet room

**Strategies to support/develop literacy including reading**

* Small group support in class through guided reading.
* Individual reading to teacher.
* Withdrawal for intervention strategies.
* Support from teachers to students with specific EHCP targets.
* School library/literacy area.
* Support from specialist teachers on site.

**Strategies to support/modify behaviour**.

* Use of the school behaviour policy.
* Support from specialist teachers on site.
* Social skills support in school.
* Daily behaviour for learning points system.
* Use of a calm room.
* Positive behaviour protocols.

**Strategies to support/develop numeracy**

* Small teaching groups.
* 1:1 tuition is available when needed.
* EHCP targets are shared with staff.
* Support from specialist teachers on site.

**Provision to facilitate/support access to the curriculum**

* Small teaching groups.
* 1:1 tuition is available when needed.
* Access to Educational Psychologist if needed and in house teacher counsellors.
* Personalised curriculum.
* Individual work stations where applicable in ICT
* Support for transition to further education.

**Strategies/support to develop independent learning**

* Use of displayed timetables.
* ‘Chunking’ of activities.
* Access to ICT

**Support/supervision at unstructured times of the day including personal care.**

* Supervised break and lunch times.
* Individual pastoral support.
* Social grouping at break and lunch times.

**Planning and assessment**

* Subject leads
* Curriculum Maps
* EHCPs
* Termly review of targets with children and parents via reports and Academic Review Days in the Autumn and Summer terms.

**Liaison/Communication with professionals/Parents, attendance at meetings and preparation of reports.**

* Liaison with a wide range of professionals
* Regular progress meetings with parents/TAFs
* Explanation of professional reports to parents.

**Access to medical interventions**

* Strategies for the use of personal medication
* Individual protocols for children with significant medical needs and allergies.
* Provision of aids and resources to support learning.
* Individual support plans.
* 1:1 support for life saving interventions via a care plan.
* Staff first aid trained.
* Staff trained on use of specialised equipment.
* Risk assessments in place.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as High Needs Funding.

Policy Sign off and review

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|  | By whom | Date |
| Policy signed off by | Marion Veal | 12.10.2018 |
| Reviewed by | Emma Clyde | 04.03.2022 |
| Next Review By | Julia Low and Advisory Board | 04.03.2023 |