

SEND Information Report

Our SEND provision is renowned, and we have a wide range of resources, strategies and highly-skilled staff in school. We believe that all children are entitled to an appropriate broad and balanced curriculum. We support our children to develop, including those with SEN, the skills that will enable them to be fully immersed in both the life of the school and the wider community. It is our belief that the inclusion of SEN children brings benefits to everyone. All children can learn from one another and are valued.

Ultimately, quality first teaching is fundamental to enable all pupils, not just those with additional needs, to realise their full potential, develop their confidence, determination and resilience to achieve high levels of knowledge, skills and understanding. At Churchfield, we use the graduated approach to continuously assess, identify need and monitor impact of provision and intervention. Our provision offer includes:

- Communication Friendly Approach and environment; this includes use of Visual timetables in all classrooms, colour coding for all First and Then boards, structured teaching where applicable, clear structure, pupils given time to respond to questioning allowing time for processing of information, Use of Blanks Levels of Questioning.
- Consistent, whole school classroom offer
- A highly structured approach teaching the curriculum including the teaching of Phonics, following Little Wandle Letters and Sounds and Maths following NCETM (National centre for excellence in the teaching of Mathematics), along with Cornerstones Curriculum 22 for the wider curriculum.
- Emotions check ins for all pupils throughout the day
- High quality and child friendly displays, including working walls to act as support and reminders, that celebrate all children's work.
- Medical room including a medical bed facility and hoist
- Disabled toilet facilities
- Varied sensory equipment for children, if required, to use within class and around school including; ear defenders, fidgets, chewellery, wobble cushions
- Access to low arousal/calm spaces
- A range of targeted interventions including:
 - Lexia core 5
 - Little Wandle keep up
 - Nessy
 - Infant language link
 - Narrative therapy
 - Reading for Meaning
 - Catch up reading
 - Jump ahead
 - Time to talk
 - Music interaction
 - Socially speaking
 - Friendship formula
- More personalised provision could include access to personalised social stories, individual workstations, access to Clicker 7/ alternate form of recording, considered placement, access to our learning mentor.
- Sensory room including a range of equipment such as; bubble tubes, aromatherapy panel, vibrating bumpers, mirrors and cause and effect equipment.

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- Nurture provision; Our Nurture provision offers a short-term focussed intervention which addresses barriers to learning arising from social or emotional difficulties.
- TEACCH Provision; this provision offers a structured teaching model which enables pupils with ASD and other additional needs to understand their environments and work independently. The strategies and approaches we use are transferred into the mainstream classroom. The ultimate aim of the Provision is for all pupils to access learning in the classroom alongside their peer group.
- SALT; our ELKLAN trained staff work alongside Speech and Language Therapist our Practitioners to deliver bespoke programmes, these are monitored and assessed by the Therapists. All teaching staff are aware of the outcomes the children are working towards and our Practitioners work closely with class teachers to ensure skills are transferred and generalised.

We have staff trained in; ELKLAN (level 2, 3 and 4), Emotional Literacy Support Assistant, Language link, Lexia core 5, TEACCH approach, Social stories. We also work alongside relevant outside agencies, for example; Social, Communication and Interaction team (SCI), Educational Psychologists, Speech and Language Therapists and Children's Therapy. Agencies involvement can include staff training or pupil specific work. We also regularly hold SEND staff meetings led by our SENCO and IDL.