



SEND OFFER

COMMUNICATION AND INTERACTION Autism Spectrum Disorder, Pathological Demand Avoidance, Speech, Language and Communication Needs		
PROVISION	IMPACT	EVIDENCE
SPEECH & LANGUAGE Some children find talking and listening harder than others. They might find it hard to understand what words and sentences mean. Some children struggle to find the right words or sounds to use and to put them in the correct order. They may need help from a speech and language therapist to develop good communication skills.	Children with speech sound difficulties, language delay, or disorders receive therapy from a private therapist weekly for a block of intervention. Targets are set by the SALT and shared with class teachers and parents. This is then followed up by the class teacher and termly assessment of the SALT. All reception children are screened at the start so early intervention can commence. Following therapy with a member of the SALT team children are rescreened and their progress is reviewed resulting in either discharge or further intervention.	Assessment of the SALT targets set by the therapist - feedback given to parents/class teachers.
Use of Zones of Regulation to support with emotional regulation and supporting pupils to identify their emotions and develop strategies to return to or maintain a state of calm	Pupils learn to identify and label their emotions using a common, structured language. Encourages children, including those with limited vocabulary or speech and language delays, to verbalize their emotions rather than act out.	Improved pupil participation in discussions and group work. Reduction in incidents of dysregulated behaviour.
Delivery of Speech and Language interventions by the trained support staff (Level Blanks Questions,) and SALT therapists.	A positive effect on communication skills, academic progress, social interactions, and emotional well-being. These interventions are particularly beneficial for pupils with speech, language, and communication needs (SLCN), including those with dyslexia, autism,	Phonics Screening Check Results, Reading Comprehension Scores, Writing & Spelling Assessments. Improved Peer Interactions. Targeted EHCP / SEND Support Plan Outcomes

	developmental language disorder (DLD), or hearing impairments.	
Pre- teaching of concepts and vocabulary, as directed by the Speech and Language Therapist	Improve academic attainment, classroom engagement, confidence, and social communication. This strategy is particularly effective for pupils with speech, language, and communication needs. Pre-taught vocabulary enables children to use richer, more varied language in their writing. Improves sentence structure and grammatical accuracy, as pupils have a clearer understanding of word meanings.	Improved Classroom Observations & Teacher Reports. Improved SEND & EAL Outcomes. Pupil & Parent Feedback
Strategies/programmes to support communication and interaction: • In class support for children learning English as an additional language. • Pre- teaching of concepts and vocabulary, as directed by the Speech and Language Therapist • Visual supports including individual and class timetables, now and next boards, task management boards, choice boards • Use of Makaton where applicable. • Use of talk partners during whole class and group learning sessions.		

COGNITION AND LEARNING Includes Dyslexia, Developmental Co-ordination Disorder, Dyspraxia, Working Memory Difficulties and Processing Difficulties, Moderate Learning Difficulties		
PROVISION	IMPACT	EVIDENCE
<u>SEN SUPPORT PROVIDED WITHIN HIGH QUALITY TEACHING STRATEGIES WITHIN THE CLASSROOM</u> Children who require additional support are identified and lessons are adapted accordingly	Teachers consider the needs of these children in every lesson - impact is that the children can successfully access the differentiated learning and make progress	Termly PPR (Pupil Progress Reviews) meetings with class teacher, SENCO, SLT and data analysis are used to track progress. Provision maps track the impact of interventions and progress towards EHC objectives.
Additional Phonics is a method of teaching how to read and write an alphabetic language. It is done by demonstrating the relationship between the	Pupils develop strong decoding skills by systematically learning letter-sound correspondences. Early and consistent exposure to phonemes	Number of times pupils log their reading per week. Trends in reading frequency over time. More pupils reading daily or independently without

sounds of the spoken language, and the letters and groups of letters or syllables of the written language.	improves word recognition, fluency, and comprehension.	reminders. A broader range of books being read (fiction, non-fiction, poetry). Impact on Attainment & Progress. Pupil Voice.
Daily phonics and reading sessions from Reception upwards	Daily phonics instruction provides repetition and reinforcement, boosting children's confidence in reading. A synthetic phonics approach is particularly beneficial for children with dyslexia or those with additional language needs. The clear, consistent structure helps children with working memory challenge	Phonic assessments, analysing data, teacher observations, pupil feedback, and impact on reading and writing.
IDL and NESSY Programmes – Literacy and Numeracy interventions software programmes that use a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. Numeracy is a maths software resource that helps to improve the ability of low-attaining learners in mathematics.	A multi-sensory approach supporting children with dyslexia and working memory challenges. Supporting struggling readers to make progress at their own pace, reinforcing phonics and sight-word recognition. Adapting to individual learning speeds, ensuring children receive targeted support based on their needs.	Progress & Attainment, IDL Progress Data Reports, Nessy progress levels, Improvement in Phonics Screening & SATs Results, Evidence in Writing & Classroom Work, Maths Confidence & Engagement Levels, Teacher Feedback on Classroom Behaviour & Learning Readiness
Touch typing-is the skill of using all ten fingers to type without looking at the keyboard enabling children to improve typing speed, accuracy and productivity. -	Touch typing enhances the cognitive focus on content rather than the mechanics of writing. It supports literacy skills, increases performance by easing writing difficulties and supports literacy skills especially those with dyslexia or dyspraxia.	Book reviews Increased content within children's work including ideas and volume of work. More accuracy in the work produced. Clear work presentation.
Boom Reader a digital reading record, promoting individuality, responsibility and developing reading for life.	Encourages individual choice in book selection, promoting wider reading habits. Children can log their own reading, instilling a sense of responsibility for their progress. Boom Reader provides clear reading analytics, helping teachers	Pupil Reading Progress & Attainment, Improved Writing Outcomes, Increased Reading Frequency & Engagement. Parent and Pupil Feedback Surveys

	identify trends, gaps, and intervention needs.	
Times Tables Rockstars – A maths programme that has a proven track record of boosting children’s fluency and recall in multiplication and division. question-based games automatically adapt to each child’s unique learning needs, helping them to recall their times tables in record speed.	Positive impact on pupils’ fluency, confidence, and engagement in mathematics, particularly in multiplication and division recall. Pupils using TTRS consistently demonstrate quicker recall of times tables, which improves their ability to solve calculations efficiently. Multi-sensory engagement helps pupils with working memory difficulties (e.g., dyscalculia, ADHD).	Multiplication Tables Check (MTC) Scores (Year 4). KS2 SATs Arithmetic & Reasoning Improvements. TTRS Progress Tracking Data. Reduction in Maths Anxiety & Increased Confidence. Teacher Observations & Classroom Impact
1:1 Precision Teaching to support reading and spelling of high frequency words . It is particularly beneficial for SEND, low-attaining pupils, and those with working memory difficulties.	Improved fluency and accuracy in key skills such as reading, spelling, maths, and handwriting. Supports Pupils with Dyslexia, DLD & ADHD	Tracking Progress Using Data, Pupil Voice & Self-Reflection, Teacher Observations & Classroom Impact
Colourful Semantics -A therapy technique that helps children develop their grammar and language skills. It uses colour coding to link the structure of a sentence to its meaning.	Supports receptive language development by helping pupils decode sentences and understand word order. Supports pupils with DLD (Developmental Language Disorder) who struggle with sentence structure and syntax. Effective for pupils with autism, DLD, selective mutism, and speech delays. Provides scaffolding for pupils with working memory difficulties.	Pre- and Post-Intervention Language Assessments, Comparison of Writing & Sentence Construction, Pupil Voice & Classroom Participation, Teacher Observations & SEND Reports
After School Booster Group for targeted pupils in Year 6.	Closing learning gaps, reinforcing key concepts, and preparing for transition to secondary school.	Accelerated Progress, reduced anxiety, SATs Results, End of year data, pupil voice.
Adaptive Technology-e.g. • Reader Pens • Chirp QR These tools are particularly beneficial for SEND pupils, EAL learners, and those with reading difficulties such as dyslexia.	Impact on learning accessibility, independence, engagement, and academic attainment.	Assess improvements in independent reading confidence using teacher observations and pupil self-assessments.
Strategies/support to develop independent learning: • Provision of individual/class visual timetables and checklists.		

- Collaborative learning approaches.
- Peer and self- assessment opportunities.
- Provision of timers where appropriate.
- Pre-teaching of new concepts and vocabulary.
- Class and individual success criteria.
- Implementation of specifically tailored support strategies and programmes, e.g. those devised and recommended by outside agencies such as: Educational Psychologist, Occupational Therapy, Words First Speech and Language Therapist.
- Provision of resources to enhance independent learning including timers, coloured overlays

Strategies to support/develop literacy

- Opportunities to write across the curriculum
- Spellings - weekly homework.
- Use of scaffolding prompts within writing activities

Strategies to support/develop numeracy:

- Targeted small group support in class.
- Use of concrete resources to support the acquisition and application of mathematical concepts
- Planned opportunities for all pupils to develop their reasoning skills

SOCIAL, EMOTIONAL & MENTAL HEALTH

PROVISION	IMPACT	EVIDENCE
<u>ZONES OF REGULATION</u> The Zones of Regulation help develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation. The zones help provide us with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.	Children to be able to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect others	Termly intervention review meetings with Inclusion Team and class teachers to access impact
<u>TALK TIME</u> Talk time offers children a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they have and helps build confidence and self-esteem	Children have sessions with a highly skilled Pastoral Practitioner to help with their SEMH difficulties - the impact is that they feel happier, safer and able to articulate and manage their emotions	Practitioner discusses history with parents and child at beginning and end of the programme. The child will be less angry/ anxious - and able to use strategies taught to help them manage their emotions and behaviours
<u>ELSA</u> 1:1 mentoring gives children time to talk to a trained ELSA. They can share things that they are finding tricky, like friendship problems or lessons that they find difficult. This is in a quiet space where children can feel listened to and they are offered support and guidance	Children are able to manage their feelings and emotions and have a trusted adult to talk through their SEMH needs	Weekly ELSA review End of program review with inclusion team and class teacher to assess if child's needs have been met
<u>DRAWING & TALKING</u> Drawing and Talking time is for children who need a little extra help to support their emotional and learning needs.	Children are able to manage their feelings and emotions and have a trusted adult to talk through their SEMH needs	End of program review with inclusion team and class teacher to assess if child's needs have been met

They are able to express, in a visual form, any worries or issues that they worry about.		
<u>LEGO THERAPY</u> LEGO Therapy is a play-based intervention that uses LEGO bricks to help children develop social communication skills. Lego Therapy is led by a trained Lego Therapy Practitioner/SALT practitioner.	Children are able to initiate interaction with other children. Respond positively to other children. To have a positive impact on social skills, communication abilities, problem-solving, and overall engagement	Weekly ELSA review End of program review with inclusion team and class teacher to assess if child's needs have been met End of program review with inclusion team and class teacher to assess if child's needs have been met
<u>THERAPY DOG TALK TIME</u> 1:1 talk time with Ralph present can help relieve stress and offer emotional support in a safe environment. Therapy Dogs in schools can help children feel more relaxed and confident, and can help improve their social skills, learning and behaviour. It helps them to share any worries or problems they have and helps build confidence and self-esteem.	Children are much more able to manage anxiety, improving mood, enhancing social skills, increasing engagement in learning and fostering a more positive school environment by providing unconditional companionship and a sense of calm.	Practitioner discusses history with parents and child at beginning and end of the programme. The child will be less angry/ anxious - and able to use strategies taught to help them manage their emotions and behaviours.
<u>ANXIETY GREMLIN</u> A cognitive behavioural Therapy intervention for children – To understand why they feel anxious and to learn about the different types of anxiety and how to manage their thoughts. This includes panic attacks, phobias, social anxiety, OCD and generalised anxiety.	1:1 session each week to complete the programme. Programme lasts approx. 12 weeks if attendance is good. Children will learn strategies and skills to manage their anxiety and understand their thought processes.	. The child will be less anxious - and able to use strategies taught to help them manage their emotions and behaviours.
<u>ANGER GREMLIN</u> A cognitive behavioural Therapy intervention for	1:1 session each week to complete the programme.	The child will understand why they get angry and how their anger affects themselves and

children – To be able to identify and counteract the thoughts and behaviours that fuel their anger.	Programme lasts approx. 12 weeks if attendance is good. Children will learn different strategies and skills to manage their anger. This will improve emotional regulation and reduce angry outbursts.	others. This intervention also teaches the child how to manage angry thoughts and behaviours.
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SENSORY AND PHYSICAL Vision Impairment, Hearing Impairment and Physical Disability		
PROVISION	IMPACT	EVIDENCE
SENSORY CIRCUIT & MOVEMENT BREAKS The sensory circuit aims to facilitate sensory processing to help some children regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning. It involves a sequence of physical activities that are designed to alert, organise and calm.	Children will be able to start the day in an alert state ready to carry out the cognitive learning tasks throughout the day	Termly intervention review meetings with Inclusion Team and class teachers to access impact
OCCUPATIONAL THERAPY Bespoke for pupils with an EHCP, with outcomes set by the OT	Children will develop further gross or/and fine motor skills	Review meetings with Bromley Healthcare OT team, Inclusion Team and class teachers to access impact
HI SENSORY SUPPORT Bespoke support for pupils with a recognised diagnosis of an impaired vision	Specific physical barriers to learning is removed	Reviewed by the Sensory Support Service (Vision Team)
HI SENSORY SUPPORT Bespoke support for pupils with a recognised diagnosis of an impaired hearing	Specific physical barriers to learning are removed Soundfield Systems in Classrooms where required.	Reviewed by the Sensory Support Service (Hearing Team)
Handwriting Programme Our handwriting programmes and interventions aim to increase pupil grip skills aby training their motor skill development.	Improved letter formation and sizing. Improved joining handwriting.	Termly intervention review meetings with Sen team and class teachers to access impact.
Strategies/programmes to support communication and interaction: Regular access to laptops, PCs and tablets to enable pupils to access tailored learning programmes such as, BBC Dance mat Typing		

- Opportunities to develop fine motor skills through the use of tools such as easygrip pens, pencils, scissors, caring cutlery, finger grips
- Provision of specialist equipment – chairs provided by Occupational Therapy, grab rails, ramps, individual work stations, sloping writing boards, all-access toileting facilities.
- Environmental adaptations such as wobble cushions, weighted blankets, wobble stools and standing desks.