

Provision	Turnham Academy SEND Provision 2022-2023	Impact so far
Success for All	<p>Success for All is a whole school English, behaviour, PSHCE and co-operative learning strategy that becomes the heart of provision within a school that adopts it. Whilst this provision isn't specific to just children with SEND needs, the impact and quality of provision for all children means that every child gets the provision, support and challenge that is necessary for them to become successful learners.</p> <p>Further information and summary of the strategy can be found at: http://www.successforall.org.uk</p>	<p>Children continue to make good or better progress in Reading with pupils with SEND consistently making expected or accelerated progress in Reading.</p>
Zones of regulation	<p>The Zones of Regulation is a framework designed to foster self-regulation and emotional control. It provides a shared language and simple visual to help children identify their emotions, how they feel in their body and then develop tools to help them regulate their emotions so they are ready and able to learn and take part in positive interactions. Our whole school participates in the Zones of Regulation curriculum and some children are identified to work individually or in small groups developing their understanding of, and the tools they can use to support, their emotional control. Further information on The Zones of Regulation can be found at: https://www.zonesofregulation.com/index.html</p>	<p>Children are able to use the language of the Zones of regulation to identify their feelings. Children are demonstrating their knowledge of ways to support their own emotional regulation as well identifying how and when it is appropriate to support others.</p>
Speech and Language Therapists	<p>The speech and language therapists support children with identified speech, language and communication needs as well as other identified communication needs. A therapist works at the school one day a week. Their work consist of initial assessments, planning for individual and group programmes, training of individual members of staff, whole staff training and delivering 1:1 therapy for specific SL needs. This work is for children whose needs cannot be met at the universal level of support. Children whose communication skills need further development but do not require specific input from the therapists receive Quality First Teaching and a language rich environment that supports their language development.</p>	<p>Pupils with language and communication needs have been identified and strategies and resources are successfully implemented to support and enable them to access the language and learning in the classroom.</p> <p>As more pupils are assessed, language interventions are set up with individual targets which are reviewed each term and next steps are planned according to the progress made.</p>

<p>Outreach Inclusion Service</p>	<p>The Outreach Inclusion Service (OIS) is a local authority service which supports children in Lewisham with their social and emotional wellbeing. An outreach mentor works at the school one afternoon a week with a range of children to provide support and identify strategies to be used by the children when their mentor is not around. This work is completed in a range of ways; individual sessions or group sessions depending on the needs of the children and what will be most beneficial. The sessions can be linked to other provision in place such as Zones of Regulation to ensure consistency.</p>	<p>Pupils working with the Outreach Mentor have identified personalized strategies to support their emotional well-being. This has allowed them to improve their access to learning.</p>
<p>Drama therapy</p>	<p>The dramatherapist is specialist therapist who is highly trained in Art Therapy to support the social and emotional well-being of children. The therapist supports children who have been referred to the service at the school one morning a week. The therapy can take on various forms and is a child-led and focused approach to improving the outcomes for children. Sessions take place out of class and can be 1:1 sessions or group sessions depending on the needs of the children on the caseload.</p>	<p>Pupils working with the dramatherapist have a range of improved outcomes as well as an increase in their ability to manage their own emotional well-being.</p>
<p>Drumbeat Outreach Service</p>	<p>The Drumbeat Outreach Service is made up of a team of specialist teachers and advisors who work in Lewisham to support professionals, families and children. The service provides advice, training and support focused on ASD and other associated difficulties to staff. The team complete termly work at the school to support teachers to improve the provision on offer for children. Work can be focused around the learning environment, specific resources, strategies being used and the general provision in class.</p>	<p>Many pupils have benefited from the general support provided by Drumbeat as well as the teachers and support staff being able to provide an Autism friendly environment as directed by the specialist teachers.</p>
<p>Specific Learning Difficulties Team</p>	<p>The Specific Learning Difficulties Team is made up of specialist teachers who are qualified to identify and diagnose specific learning difficulties such as dyslexia and dyscalculia. Children can be referred termly to this service by the Inclusion Lead for a full assessment following concerns about specific areas of difficulty relating to dyslexia and dyscalculia. After assessment, full reports are given to teachers and other staff working within the school with recommendations to support the children in class according to the personalized, identified strategies most suitable for that child.</p>	<p>Diagnosis and assessment of pupils with specific learning needs has allowed children to access the curriculum in ways they were not able to before as well in turn, make good progress in areas of their specific need.</p>

<p>Specific Interventions</p>	<p>Support staff provide a range of interventions for identified pupils which is responsive to the identified needs of pupils. Pupils have a support plan in which the interventions they receive are detailed alongside targets. These are reviewed termly in line with the graduated approach.</p> <p><u>Speech and Language Therapy:</u> As explained in the speech and language therapists section above, this is delivered by either the therapist or a specifically trained member of the support team. These are reviewed termly unless a review is needed sooner and allow children to work on specific areas of speech, language or communication needs relating to expressive or receptive language.</p> <p><u>Sensory Circuits:</u> These are sequences of activities completed according to ‘alerting’, ‘organization’ and ‘calming’ stages. These are delivered daily by trained members of the support team and allow children to ‘be ready’ for the school day. These are also utilized throughout the day where needed in response to children’s needs.</p>	<p>Children taking part in Speech and Language Therapy show improved areas of receptive or expressive speech as well as social communication.</p> <p>Children taking part in Sensory Circuits demonstrate improved sensory regulation and focus in the learning in the classroom.</p>
<p>Pastoral Support</p>	<p>Pastoral support is provided daily in a responsive way to children who require ‘as and when’ support for their emotional wellbeing as well as regular support to identified children. This is provided by the Head of Pastoral Care. The support provided varies depending on the situation but can be support in class or support on a 1:1 basis out of class. This is fully responsive to the needs of pupils and ensures that children are emotionally regulated before returning to the classroom.</p>	<p>A wide range of pupils have benefited from pastoral support in many different ways. This has allowed children to be able to access their learning and be able to manage situations that have affected their emotional wellbeing.</p>
<p>Educational Psychologist</p>	<p>The Educational Psychology (EP) Service supports children with identified difficulties in their learning profile. The EP who supports the school on a termly basis, provides the school with a range of support including advice, cognitive assessments, reports, observations and formal diagnosis where appropriate. Children can be referred by the Inclusion Lead based on concerns around their learning needs where universal support and Quality First Teaching has been in place but further support is needed.</p>	<p>Children who have been supported by the EP have identified specific strategies, specific support or further actions to allow them to make good progress.</p>