



Local Offer

SEN PROVISION AT RICHMOND AVENUE PRIMARY SCHOOL			
Needs		Support	Criteria
Communication and Interaction Needs	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Quality first teaching • Differentiated curriculum • Access specialist teaching advice from the St Christopher's School • Social stories • Support and resources appropriate to child's identified needs • Calm and safe environment for calming down (as appropriate) • Key LSA (if appropriate) • Educational Psychology Service • Individual Visual Timetable 	<ul style="list-style-type: none"> • Pupil identified by paediatrician as having autistic spectrum or social communication disorder or difficulty and is on the SEND register
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum • Access to Speech and Language specialist/unit • ELKAN trained LSAs 	<ul style="list-style-type: none"> • Pupil has an identified SL&C need • Pupil is unable to access the curriculum and/or engaged socially because of underdeveloped SLC

		<ul style="list-style-type: none"> • Individualised speech language programmes • Access to hearing impairment team 	
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum • Screening to identify children who need targeted support and to provide effective strategies (Pira and Puma tests) • Support and resources appropriate to child's identified needs • Interventions (if appropriate) • Educational Psychology Service 	<ul style="list-style-type: none"> • Pupil is working at a level significantly lower than the majority of their peers • Pupil is making little or no progress despite a carefully differentiated curriculum
	Specific Learning Needs	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum • Screening programme and further assessment to devise a adapted programme of study • Education Psychology Service • Trained LSAs to help develop gross and fine motor skills with support from occupational therapy team if appropriate 	<ul style="list-style-type: none"> • Pupil has an identified specific need (e.g. dyslexia, dyspraxia)
Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum • Social skills group • School councillor • Pastoral care team 	<ul style="list-style-type: none"> • A pupil's difficulties prevent them from accessing the curriculum or engaging in social activities at an age-appropriate level

Behaviour needs, learning mentors and access to specialist support	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum • Mentors meet regularly with children • Access to counsellors • Pastoral care team • Play therapy • Educational Psychology Service • Referral to outside support agencies • Emotional wellbeing and mental health service (EWMHS) 	
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to hearing impairment specialist teacher • Specialist equipment as appropriate 	• Medical assessment and diagnosis
	Visual Impairment	<ul style="list-style-type: none"> • Access to visual impairment specialist teacher via Kingsdown Special School 	• Medical assessment and diagnosis
	Physical Impairment	<ul style="list-style-type: none"> • Touch typing lessons • Physical environment audit 	• Medical assessment and diagnosis
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and support • Equipment provided to enable access to learning and the wider life of the school 	• Medical assessment and diagnosis
Medical Needs		<ul style="list-style-type: none"> • Appropriate specialist support • Access to specialist nurses and School Nursing Service • Care plan • Medical room • Secure storage for medication • Educational, Health and Care Plan 	• Medical assessment and diagnosis