



The Federation of Boskenwyn & Germoe Schools



SEND and SEMH Provision – Boskenwyn and Germoe Schools

SEMH:

1-1 live sessions to connect with children on an individual level. I allow time to reflect on their experiences and talk through ways to manage wellbeing, explaining and clarifying home learning activities and discussing ways to maintain motivation.

Live Circle Time allows children to connect with other children in the class, share experiences of home learning as well as personal achievements/birthdays/new pets and take part in whole class activities such as maths conundrums, class story and a quiz based on our Inquiry topic from the week.

Cognition and Learning:

Ongoing phonics intervention is proving successful. This is based on areas identified by myself just prior to lockdown.

Ongoing communication with parents has been key in terms of outlining expectations.

Focussed and discreet activities have had a good impact in terms of addressing particular areas for improvement.

Physical:

I have provided video workouts aimed at improving children's coordination skills. the parent then chose to source a kit to enable this 'Funfit' style intervention to continue at home

emails to individual parents with practical advice and ideas how they can implement support at home (resending IPM and talking them through each point)

Providing individual activities to make learning accessible

Responding quickly to misconceptions and gaps in skills identified in Seesaw activity responses

Responding to a lack of response to Activity? Was it too hard? easy? Did child not understand

Continual assessment of children that may need to be added to record of need or followed up for dyslexia screening or other screening

Regular communication with parents regarding 'in the moment' barriers to learning

Sending individualised work for JH (EHCP) that may engage him with learning. In weekly contact with Gran.

LH has been offering booster maths sessions for children.

Children can tell us if they need extra help and we can contact them.

We have translated work into Polish - a poem last week and IB has translated all of the English.

In contact with many parents of vulnerable or SEN children, sometimes just for support for them.

We have put in a weekly PSHE session and some non screen activities for Fridays.

I started updating IPM's

Additional support for parents and children:

Information for sensory difficulty, along with advice, sensory ladder and ideas

As above for low mood and eating difficulties.

Support for parents of children with dyslexia difficulties

Resources loaned to families eg funfit prog & equipment

SaLT plans and resources

Sharing of various staff tool kits with parents eg dyscalculia, sensory integration etc to support them in deploying similar strategies at home

Bloom and Supervision sessions with clinical psychologist from TIS that have helped to action plan for children's needs during lockdown

Referrals through lockdown - particularly CAMHs, SaLT

Provision and Covid review meetings with other professionals to discuss on-going support and next steps once school returns

Chats with other class teachers regarding new year 1 children - supporting children on SEND register:

- *Letter/number formation

- *Phonics activities shared to support blending and reading cvc words.

- *Ideas to support strengthening muscles in their hands for writing.(messy play, dough disco ect)

Children in my class

- *BE now supported 1 to 1 with support staff now he is in attendance at school, now completing all learning activities set.

- *Chats with support staff. what works well in class regarding behaviour management to support BE when in their care.

- Giving the children phonics tasks who need more support with their reading and writing (thinking of doing in this in a focused small group)

- Encouraging daily reading, spellings and x tables.

- Pre recorded and videos on activities to help understanding of the task.

- Daily videos updating children on their expectations for the day.

- Encouraging children and their adults to get in contact if they need anymore support via videos and messages 2/3 times a day.

- Offering 1:1/group zoom meetings for those children who need the support.

- Zoom class catch ups On Mondays; PE with Mr C on Tuesdays and Thursdays; Class scavenger hunts on Wednesdays; Whole school assembly on Fridays. This gives these children the chance to interact daily with their friends and teachers and also a chance to give or offer support.

Daily register to find out those children who aren't engaging across the week.

Giving them a message for support and finding out what we can to do best help them