

## School Local Offer for Pupils with Special Educational Needs and Disability (SEND)

Hartsfield School is an inclusive school and will do all we can to promote learning for your child. The lists below give a flavour of what we can offer, but as every child is different, we will devise, with your input, an approach that is bespoke to them. Please also look under curriculum on our website to see how specific barriers to learning can be met in individual subject areas (for example for a pupil with co-ordination difficulties in PE)

<b>Intervention</b>
<p><b><u>Social Skills programmes/support including strategies to enhance self-esteem</u></b></p> <ul style="list-style-type: none"> <li>• Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem</li> <li>• Our marking will highlight an age-appropriate number of mistakes only so as to enhance esteem and verbal feedback is constructive and positive for next steps.</li> <li>• We have weekly Golden Assemblies to reward effort, achievement, being a good citizen or sports person etc.</li> <li>• Protective Behaviours training is used throughout the school to help children to feel safe and confident</li> <li>• We have mindfulness and yoga sessions available to support confidence and well-being.</li> <li>• Sometime pupils have a mentor from the SLT who they come and talk to about things that they are proud of.</li> <li>• Buddy system in place Yr6/Yr1; Yr5/Rec.</li> <li>• Each class has representation on the school council children can speak to.</li> <li>• We provide bespoke sessions to prepare children for transitions.</li> <li>• We make special arrangements at lunchtime for some children such as modelling play with another pupil</li> </ul>
<p><b><u>Access to a supportive physical environment – IT facilities/equipment/resources (inc. preparation)</u></b></p> <ul style="list-style-type: none"> <li>• Staff have access to the software to support alternative recording and specific programmes such as Memory Booster (which is software sometimes recommended by speech therapists)</li> <li>• Access to laptops/ ipads as part of normal class provision or assigned to an individual child as appropriate.</li> <li>• Exercise books with coloured paper for those prescribed it.</li> <li>• Small items such as writing slope, wobble cushions and sensory toys</li> </ul>
<p><b><u>Strategies/programmes to support speech and language</u></b></p> <ul style="list-style-type: none"> <li>• We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child’s parents at home in a 1-to-1 or individual setting (as suggested by the therapist)</li> <li>• Supported “show and tell activities” for FS/KS1 pupils</li> </ul>
<p><b><u>Mentoring activities</u></b></p> <ul style="list-style-type: none"> <li>• In class, strategies such as talking partners used</li> <li>• Additional person employed at lunchtime to lead play activities</li> <li>• Buddies for the younger children in the playground. Older pupils help younger ones.</li> <li>• Protective Behaviours training for targeted groups</li> <li>• Senior member of staff can act as mentor to an individual.</li> </ul>

- Play therapy/ Art therapy for some targeted children, through Counselling in Schools

**Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs**

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their Individual Education Plan. An example of this might be by using the “Speed-Up” or “Write from the Start” handwriting programmes.
- We provide some small items such as writing slopes or pencil grips as required.
- We are happy to follow advice from professionals for children with sensory needs- for example weighted cushions/ sensory circuits/ movement breaks

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

- We have whole school Protective Behaviours strategies in place
- We can provide “meet and greet” for anxious pupils, for example those avoid attending school for emotional reasons.
- We access and work alongside our Network of schools Family Support Worker and other targeted services such as the Education Support Centre (ESC) primary support workers.
- We have an open-door policy for worried parents or parents of anxious pupils.
- We allow targeted pupils to telephone parents at lunchtime for re-assurance if needed, by arrangement.
- We collaborate with our School Nurse/ CAMHs/ charities such as Nessie, to support pupils with emotional needs
- We do transition work at school to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group with a move-up session with their new teacher. We provide photobooks of the new teacher/ classroom etc. for certain pupils who need a visual prompt.
- The Education Support Centre provides Y6-Y7 transition programmes for some targeted pupils.
- Some Y6 pupils who might benefit are invited to a “Summer School” at the local secondary school for a week during the summer holidays.
- Buddy system in place Yr6/Yr1; Yr5/Rec.
- Y6 Toast Club for all Y6 pupils to reduce stress at SATs time

**Strategies to support/develop literacy inc. reading**

- Quality first teaching is key to our approach for all pupils
- Small group/ individual support for example with additional guided reading or phonics
- Pre- teaching and daily catch up as required
- Additional guided reading/ comprehension practice
- Booster/ Catch-up classes where appropriate in Y6, for children to enhance progress to this level.
- For a small number of pupils who meet the criteria, we will ask for the support of outside agencies such as Woolgrove MLD School Outreach or our Educational Psychology service.
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing.
- School-led tutoring for some eligible pupils

**Strategies to support modify behaviour**

- Positive behaviour strategies (in line with our Behaviour Policy) We adopt a therapeutic approach to behaviour management in line with Herts Steps philosophy.
- Where children have difficult or dangerous behaviours, we will draw up a risk management plan to agree on consistency of approach.
- We reward positive behaviours and discourage others
- We work closely with the North Herts Education Support Centre to support good behaviour choices and improved self-esteem for a very small number of pupils who have significant difficulties with their behaviour and self-esteem
- Use of Zones of Regulation throughout the school to support self-regulation

**Strategies to support/develop numeracy**

- Small group/ individual support for example with additional practice for number bonds or tables.
- Pre teaching and catch-up for consolidation
- Use of small visual apparatus/ manipulatives throughout school
- Improve on mastery of maths through daily fluency work.
- Booster classes where appropriate in Y6, to enhance progress.

**Provision to facilitate/support access to the curriculum Reasonable adjustments**

- Access to small apparatus for example for counting in Maths, number squares etc.
- Personalised activities as appropriate
- Technology based solutions- laptop for recording etc
- Minimal recording/ scribe/partner work
- Curriculum at developmental level for child provided

**Strategies/support to develop independent learning**

- Vocabulary displayed in classrooms
- Word mats/ walls
- Seating arrangements to allow a working buddy
- Personalised activities/lessons
- Now/ next boards

**Support/supervision at unstructured times of the day including personal care**

- Reminding pupils to visit the toilet frequently.
- Allowing certain pupils with medical needs quick access to use the toilet at any time
- Reminders to drink water frequently for certain pupils
- Buddies play with younger children at lunchtime.
- Intimate Care Plans for pupils who need support with toileting.
- Support from MSAs with cutting up food/ feeding/ monitor eating.

**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**

- All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office
- There are termly opportunities for all parents to review their child's progress at Parents Consultation Evenings or Open Afternoons
- There is an open-door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- For pupils with SEN learning plans, the class teacher will contact parents termly to review progress and discuss new targets. These are recorded on Edukey and parents have access to this too.
- For pupils working with outside agencies such as North Herts Education Support Centre, Speech and Language Therapist, Educational Psychologist etc. parents will be

invited into school to meet with these outside professionals to understand the nature of the work taking place.

- We contact parents termly to express our concerns and offer support to those whose children have poor attendance.
- Team Around the Child or Family meetings (TAC or TAF meeting) support for some families
- We liaise with our local Primary Family Support Worker who can support families in need
- Early Help Modules undertaken to assess unmet needs with some families by the family worker
- We work with local Charities to provide support for some families/pupils- for example Stand-by-Me for bereavement support.
- Occasionally we have Pastoral Support Plans or Risk Management Plans in place with some families where pupils are at risk of exclusion.
- We work provide play and art therapist for a few children
- We work with Nessie mental-health counsellors to support well-being.
- We work with Tune into ASD for upper KS2 children to provide mentoring.
- We let parents have good news about children's achievement through Marvellous Me

#### **Access to Medical Interventions**

All staff are trained in basic first aid, care for pupils with epilepsy and anaphylaxis (epipens) We make all reasonable adjustments, in accordance with a pupil's Healthcare Plan from their GP/Specialist Nurse, to support pupils (for example, those with Type 1 diabetes) Please see our Supporting Children with Medical Needs Policy for more details.

**For children with complex SEND, the frequency of such provision may occasionally result in the school applying for additional funding to support a child, known as Local Higher Needs Funding. The complexity of SEND for these children will be at a severity of that rarely seen in other schools across the county.**

## **Guidance for developing a School Local Offer for SEND**

The template for developing a 'School Local Offer for SEND' is attached. The headings for this document have been achieved through consultation with a wide range of school staff and other professionals as part of the 2013 Exceptional Needs Conference. These headings are designed to help schools develop a menu of provision that would reasonably be expected from any mainstream school. A range of these provisions will be used to support a child once that child's needs have been identified by the school.

Every school in Hertfordshire will offer a range of interventions for children and young people and these will differ from school to school dependant on the school's organisation.

Schools should look at each of the headings and decide what provision they currently make or would hope to make for children and young people in their school. (an exemplar is also attached)

This information could be published on the school website so that parents can see what support a school provides for its pupils.