

LITTLE HADHAM PRIMARY SCHOOL

'Believing and Achieving'

SCHOOL SEND LOCAL OFFER

This document should be read in conjunction with the School's Equality Scheme.

Little Hadham Primary School is an inclusive school and may offer the following range of provision to support children with SEND. At Little Hadham Primary School, we aim to provide quality first teaching for all pupils, however, some children may need additional support in order to achieve their full potential. Some interventions may be offered to all children and some may only occasionally apply to children with more complex needs.

A range of assessment strategies are used to identify pupils with additional needs and these may include the following:

- Teacher observations
- SENDCO observations (Head is SENDCO)
- Summative assessments such as KS1/KS2 SATs
- Formative assessments such as class tests/assessments
- Reading/Spelling Tests
- Non-verbal Reasoning Tests
- Parental observations
- Outside Agencies

It may be necessary to access Outside Agency support directly in specific cases. However, the following may be introduced to help address certain needs:

Social Skills programmes/support including strategies to enhance self-esteem

- A weekly skills programme, individually or as part of a group
- Individual sessions with a counsellor or staff mentor
- Access to social stories
- Introduction of Circle of Friends
- Buddy system
- Family Support Worker
- 'Achievement for All' Programme

Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)

- Pre teaching of strategies and vocabulary
- Visual timetable
- Use of personalised ICT, such as a computer, lap-top or ipad
- Subject vocabulary/word banks etc

- Informative displays
- A Medical Bay
- Designated Pastoral Care Assistant
(The school does have ramps and certain adapted facilities. However, the original part of the school is Victorian and is on different levels.)

Strategies/programmes to support speech and language

- Delivery of a planned speech and language programme provided by a speech and language therapist
- Mentoring activities
- Use of Talk Partners
- Year 6 Mentors for Reception pupils
- Support from a member of staff trained in mentoring
- Use of recording equipment e.g. Talk Tins, i-pads, digital microphones
- Use of specific software e.g. Clicker 6

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

- Delivery of a programme devised by the physiotherapist or occupational therapist
- Additional practice and support with motor skills
- Use of specialised equipment, such as pencil grips and scissors
- Use of differentiated equipment in PE, such as different sized balls

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

- Alternative provision at the start of the day e.g. Breakfast Club
- Alternative arrangements for times of anxiety - such as playtimes
- Protective Behaviours
- Special responsibilities in school
- Encouragement to participate in extra-curricular activities
- Support in the dining room
- Additional support with home-school communication
- 'Achievement for All' programme

Strategies to support/develop literacy, including Reading

- Intervention programmes run for groups or individuals e.g. Early Literacy Support, additional phonics
- Additional 1:1 reading with an adult
- Library based initiatives such as the Holiday Reading Challenge
- 1:1 coaching in Year 6
- Home-learning support

- Writing frames/word banks
- Personalised reading schemes
- ICT support
- Online home learning access

Strategies to support/modify behaviour

- Annually reviewed Behaviour Policy
- Annually reviewed Anti-Bullying Policy
- Protective Behaviours
- Provision of a regularly reviewed Pastoral Support Programme (PSP)
- Counselling or mentoring
- 'Going for Gold' Behaviour system across the school
- Protective Behaviours strategies
- Use of personalised calm box
- Re-structured playtimes
- Buddy system
- Family Support worker
- 'Step On' behaviour strategies
- Lunchtime clubs

Strategies to support/develop numeracy

- Small group support in numeracy lessons
- Additional small group support e.g. Springboard Maths, Wave 3 Maths activities
- Additional practice in counting, number bonds, tables etc. This may be part of home-learning activities.
- 1:1 tuition, where appropriate
- Use of ICT

Provision to facilitate/support access to the curriculum

- Specialist equipment
- Practical apparatus
- Development of a personalised curriculum
- ICT for support

Strategies/support to develop independent learning

- Use of a visual timetable
- Use of checklists e.g. VCOP
- Use of table top resources and displays
- Subject vocabulary/word banks etc
- 'C3 before Me' strategy i.e. use of Talk Partner
- Support for trips etc
- Protective Behaviours

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

- Use of Behaviour Policy/Anti-Bullying Policy
- Individual support from an adult
- Buddy System
- Sports Crew
- Pastoral Care Support

Planning and assessment

- Use of an Individual Education Plan/Pastoral Support Programme
- Differentiated planning and activities
- Alternative assessment procedures or adult support given during assessment
- Personalised curriculum, where appropriate
- Working in different classes

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

- Open Door Policy
- Liaison with a wide range of professionals
- Meetings with parents , as well as communicating remotely by other means
- Designated IEP/PSP Review Evenings
- 'Structured Conversations'
- CAF/TAF meetings
- Local Network Support Meetings
- Support with Education Health Care Plans

Access to Medical Interventions

- Policy for the use of long term personal medication
- Individual protocols for children with on-going medical needs or allergies
- Access to and support from school nurse or other health professionals
- All staff Emergency First Aid trained and specified staff trained in Paediatric First Aid
- Provision of aids and equipment to support access and learning

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding under the County Exceptional Needs Funding system or the development of an Educational Health Care Plan.

E Stockley

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