

Welwyn St Mary's Primary School

Believe and Achieve



Special Educational Needs and Disability (SEND) Local Offer

This policy will be reviewed annually unless there are changes to legislation

Date approved by Governors: 10th July 2019

Welwyn St. Mary's Local Offer

Special Educational Needs and Disability (SEND)

At Welwyn St Mary's our school vision is 'Believe and Achieve' taken from St Matthew's gospel (chapter 19, verses 16-18). By this we believe in the teaching of Jesus so that all members of our community may flourish and be the best version of themselves. We also believe in others to enable their success and build up self-belief so that all can achieve.

Welwyn St Mary's C of E School is an inclusive school and may offer the following range of provision to support children with SEND. We ensure that pupils are included in all aspects of learning and school life throughout our school. From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

Provisions to support pupils with SEND
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none">• Circle of friends• Nurture groups with trained staff• Social skills groups• Talk about programmes delivered to support self-esteem, friendships, social skills awareness• Lego Therapy
<p>Access to a supportive environment - computing facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none">• iPads• laptops• computer programmes to support reading and maths• Specialised equipment, where needed
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none">• Speech and Language programmes delivered by trained staff• Dedicated TA trained in Elklan strategies supports staff and children across year 1-4• Advice followed from speech and language professionals

Nurture support activities

- Mentoring, small group and 1:1 sessions weekly for identified groups or children
- Protective Behaviours programme
- Language for thinking
- Self-esteem building
- Support with organisation and learning targets
- Transitions to secondary school

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

- Lunchtime gross motor skills programme
- Fine motor skills activity boxes
- Sensory circuits and sensory path in school
- Advice followed from professionals

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

- Home school communication books
- Nurture group
- Individual reward systems
- Zones of Regulation programme
- Growth Mindset promoted across the school
- Mindfulness activities in classes, 1:1 and small groups
- Drawing and talking programme

Strategies to support/develop literacy including reading

- Provision of table top packs, containing high frequency word mats and phonics sound mats
- Lexia
- Small group reading support in class through guided reading and individual reading
- Reading support outside of class from volunteers
- Targeted support from Specialist Advisory Support (SAS) - Specific Learning Difficulties
- Small group interventions
- 1:1 interventions
- Fischer Family Trust Programmes for KS1 and KS2

Strategies to support modify behaviour

- Positive behaviour system - STEPs - therapeutic approach to behaviour
- Reward charts
- Individual risk management plans
- Regular checking in - using the Zones of Regulation
- Pastoral support plans
- Mentoring

<ul style="list-style-type: none"> • Nurture/social skills groups
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Use of support resources such as Numicon • Targeted support from Specialist Advisory Support (SAS) - Specific Learning Difficulties • Provision of table top resources to ensure that learning is multi-sensory and practical • Small group interventions • 1:1 interventions
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Differentiated planning and teaching strategies to meet individual needs • Appropriate resources - word maps, visual resources • Range of teaching strategies to meet needs; visual, auditory and kinaesthetic • Specialist equipment, where necessary
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Facilitating access to learning through the appropriate differentiation of tasks and activities • Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources • Clear learning intentions and success criteria • Provision of individual/visual timetables and checklists and task boards • Reward/motivation charts • Small group support in class from teacher or TA • Extensive use of visual support • Provision of sand timers where appropriate • Individual learning targets • Scaffolding e.g. writing frames, story maps • Additional resources if appropriate
<p>Support/supervision at unstructured times of the day</p> <ul style="list-style-type: none"> • Lunchtime nurture group - The Den • Trained midday meals supervisors in the dining hall and playgrounds • Midday meals supervisors initiating and supporting activities during lunchtime • Responsible people (Year 6s) helping in KS1 and KS2 playground • Timetabled activities for each year group • Consistent behaviour system in place
<p>Planning and assessment</p>

- All learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their levels.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including Hertfordshire Steps, phonic stages and in some cases and Reading and Spelling ages.
- Provision maps are written termly, per class to support children who need extra support in particular areas. The maps identify different interventions that support children's learning. These are reviewed and amended following the intervention and assessment of individual children's needs.
- Learning passports are written for children with more complex needs, typically with Education, Health and Care plans but not exclusively. Teachers may also write learning passport for particular individuals to enhance support and understanding.

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

- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with an extensive range of external agencies such as; CAMHSs, Step 2, Family Support Workers, Educational Psychologist, Specialist Advisory Support (SAS) teams, Speech and Language therapists, Occupational Therapists, Physiotherapists, play therapists, counsellors and school nurses team.
- Sharing of professional reports with parents
- Regular progress meetings with parents/carers by class teacher and SENCO, where necessary
- eCAF and TAC meetings convened where 2 or more outside agencies are involved.
- Support for parents who have concerns

Access to Medical Interventions

- The school has a policy regarding the administration and managing of medicines on the school site.

For children with very complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

September 2019