

# Welwyn St Mary's Primary School

**Believe and Achieve**



## SEN Local Offer 2024-25

<b>Frequency of review (unless there are changes to legislation)</b>	<b>Annually</b>
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<b>Reviewed by staff</b>	<b>September 2024</b>
<b>Approved by governors</b>	<b>25<sup>th</sup> September 2024</b>
<b>Date of next review</b>	<b>September 2025</b>

## Welwyn St. Mary's Local Offer 2024-2025

### 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. Our curriculum vision – head, heart and hands enables all children of all abilities to feel successes in all aspects of their learning journey. To support every child's needs, especially those with SEND, we offer the following range of provision.

From time to time, some children require additional support for a set period to help meet their needs or improve their learning or wellbeing. The decision to do this is made by the school and discussed with parents/carers. The decision 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.

<b>Provisions to support pupils with SEND</b>
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"><li>• Circle of Friends</li><li>• Nurture groups with trained staff</li><li>• Social skills groups</li><li>• Talk about programmes delivered to support self-esteem, friendships, social skills awareness</li><li>• Lego Therapy</li></ul>
<p>Access to a supportive environment – computing facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"><li>• iPads</li><li>• laptops</li><li>• computer programmes to support reading and maths</li><li>• assistive technology – talk to text, talking tins</li><li>• specialised equipment, where needed</li></ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"><li>• Speech and Language programmes delivered by trained staff</li><li>• Dedicated TAs trained in Wellcom, Eiklan and NHS language group strategies to support staff and children</li><li>• Advice followed from speech and language professionals</li></ul>
<p>Nurture support activities</p> <ul style="list-style-type: none"><li>• Mentoring, small group and 1:1 sessions weekly for identified groups or children</li><li>• Protective Behaviours programme</li><li>• Anger Management programme</li><li>• Language for thinking</li><li>• Self-esteem building</li><li>• Zones of Regulation</li></ul>

<ul style="list-style-type: none"> <li>• Support with organisation and learning targets</li> <li>• Transitions to secondary school</li> </ul>
<p>Access to strategies/programmes to support Occupational Therapy or Physiotherapy needs</p> <ul style="list-style-type: none"> <li>• Fine motor skills resources</li> <li>• Sensory circuits in school</li> <li>• Adapted furniture and resources available where needed</li> <li>• Advice followed from professionals</li> </ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Home school communication books, individualised support plans, where needed</li> <li>• Nurture support</li> <li>• Individual reward systems</li> <li>• Zones of Regulation programme</li> <li>• Growth Mindset promoted across the school</li> <li>• Mindfulness activities in classes, 1:1 and small groups</li> <li>• Drawing and talking programme</li> </ul>
<p>Strategies to support/develop English including reading</p> <ul style="list-style-type: none"> <li>• Provision of support packs, containing high frequency word mats and phonics sound mats</li> <li>• Lexia</li> <li>• Frequent reading</li> <li>• Small group reading support in class through guided reading and individual reading</li> <li>• Reading support outside class from volunteers</li> <li>• Small group interventions for reading and writing</li> <li>• 1:1 interventions for reading and writing</li> <li>• Specialist SpLD resources e.g High interest, low content reading materials, colour overlays</li> </ul>
<p>Strategies to support behaviour</p> <ul style="list-style-type: none"> <li>• Positive behaviour system – STEPs – whole school therapeutic approach to behaviour</li> <li>• Reward charts</li> <li>• Individual risk management plans</li> <li>• Regular checking in – using the Zones of Regulation – self regulation programme</li> <li>• Pastoral support plans</li> <li>• Mentoring</li> <li>• Nurture/social skills groups</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Use of support resources such as Numicon</li> <li>• Provision of physical and visual resources to ensure that learning is multi-sensory and practical</li> <li>• Small group interventions</li> <li>• 1:1 intervention</li> </ul>
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• Differentiated planning and teaching strategies to meet individual needs</li> <li>• Appropriate resources - word maps, visual resources</li> <li>• Range of teaching strategies to meet needs; visual, auditory and kinaesthetic</li> <li>• Specialist equipment, where necessary – e.g fiddle toys, wobble cushions/boards</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Facilitating access to learning through the appropriate differentiation of tasks and activities</li> <li>• Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources</li> <li>• Clear learning intentions and success criteria</li> <li>• Provision of individual/visual timetables and checklists and task boards</li> <li>• Reward/motivation charts</li> <li>• Small group support in class from teacher or TA</li> <li>• Extensive use of visual support</li> </ul>

<ul style="list-style-type: none"> <li>• Provision of timers and talking tins where appropriate</li> <li>• Use of technology and talk to text where appropriate</li> <li>• Scaffolding e.g. writing frames, story maps</li> <li>• Additional resources if appropriate</li> </ul>
<p>Support/supervision at unstructured times of the day</p> <ul style="list-style-type: none"> <li>• Lunchtime nurture support – The Den</li> <li>• Trained midday supervisors in the dining hall and playgrounds</li> <li>• Midday supervisors initiating and supporting activities during lunchtime</li> <li>• Responsible people (Year 6 Sports Leaders) helping in KS1 and KS2 playground</li> <li>• Consistent positive behaviour system in place</li> </ul>
<p>Planning and assessment</p> <ul style="list-style-type: none"> <li>• All learning within class is pitched at an appropriate level so that all children can access according to their specific needs. Adaptions are made within lessons, where appropriate.</li> <li>• Adaptions enable all children to access a lesson and learn at their levels.</li> <li>• 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 phonic stages, reading levels and spelling ages.</li> <li>• Individual provision maps are written 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.</li> <li>• Individual provision maps follow the Assess, Plan, Do and Review cycle and are reviewed regularly</li> </ul>
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> <li>• Early identification of needs requiring referral to external professionals</li> <li>• Regular communication and information sharing with an extensive range of external agencies such as; CAMHSs, Step 2, Family Support Workers, Specialist Advisory Support (SAS) teams, Speech and Language therapists, Occupational Therapists, Physiotherapists, play therapists, counsellors, and school nurses' team.</li> <li>• Sharing of professional reports with parents</li> <li>• Regular progress meetings with parents/carers by class teacher and SENCO, where necessary</li> <li>• Early Help Modules set up and meetings convened where two or more outside agencies are involved</li> <li>• Access to Family Support Workers, training offered through the Delivering Specialist Provision Locally (DSPL) and other agencies is offered to parents where necessary</li> </ul>
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> <li>• The school has a policy regarding the administration and managing of medicines on the school site.</li> </ul>

**For more information**

See Local Offer regulations and guidance in the SEND Code of Practice Chapter 4 by clicking on the links below.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Special Educational Needs And Disability Code Of Practice: 0 to 25 Years