



Statement owned by SIMCE

Reviewed: Spring 2021

To be reviewed: Spring 2022

## St. Andrew's Church of England VC Primary School Offer

### Special Educational Needs and Disability (SEND)

St. Andrew's School is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all of our children. We work in support of Hertfordshire Local Offer for SEN children.

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

Intervention
<p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• Protective Behaviours programme for all children in school</li> <li>• One –to –one learning Support Assistant to support / enhance self – esteem</li> <li>• Circle of Friends</li> <li>• Sharing reading with other year groups</li> <li>• Personalised social stories ( to support behaviour and changing environments)</li> </ul>
<p><b>Access to a supportive environment – Computing facilities/equipment/resources (inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• Access to I.T. software (Phonicsplay, Purplemash, Mathletics etc )</li> <li>• Specialist equipment to aid physical needs (e.g. portable hearing aids, specialist seats)</li> <li>• Visual timetables</li> <li>• Access to school Ipads and chrome books</li> <li>• Visualisers and smartboards in all classrooms</li> <li>• Specialist equipment to access the curriculum</li> <li>• Pre- teaching and review of strategies and vocabulary</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• WellComm Speech and Language assessments</li> <li>• Interventions from Speech and Language Therapist</li> <li>• In-class support from teaching staff for recommended speech and language strategies</li> <li>• Members of staff trained in Makaton</li> <li>•</li> </ul>
<p><b>Mentoring activities</b></p> <ul style="list-style-type: none"> <li>• Regular meetings offered with SEN team</li> <li>• Buddy systems</li> <li>• Use of talk partners</li> <li>• Use of peer work (e.g. for shared writing activities, modelling work)</li> <li>• Older children supporting children with their reading</li> <li>• Trained LSA working with children through play therapy</li> <li>• SENCo support for children through group activities.</li> </ul>
<p><b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b></p> <ul style="list-style-type: none"> <li>• Use of sensory / quiet room 'the cloud' for all who may need it</li> <li>• Use of sensory equipment within the cloud to help promote relaxation and well being</li> <li>• Meet and greet at start of day for children experiencing emotional or physical needs</li> <li>• One-to-one support with same member of staff for children with exceptional needs</li> <li>• CAMHS (child and Adolescent Mental Health Services) referral</li> <li>• In- school Active Listener ( play therapy and talk time )</li> </ul>

- Home/school communication books
- Early Family Module and family First Assessment

#### **Strategies to support/develop English skills**

- Withdrawal in small group for catch up literacy programmes (e.g. Write words, HI5!, Project X Code, rapid Reading)
- Reading scheme (big cats)
- Small phonics intervention groups
- Use of Visual, Auditory and Kinaesthetic equipment to support the curriculum (e.g. word banks and displays)
- One-to-one support for (APDR) targets
- External advice/assessment/programme from SPLD Base Specialist teacher
- One-to-one tuition programme following on from Base sessions

#### **Strategies to support modify behaviour**

- Use of the cloud and Inclusion room.
- Staff trained with 'Step On' programme using Roots and Fruits
- Individual Behaviour Plans created in consultation with parents/ guardians
- Reward system in place, promoting positive behaviour
- Social stories
- One-to-one behaviour support from all staff
- Protective Behaviours
- Circle of Friends
- Use of School's behaviour policy
- Referral to River's ESC

#### **Strategies to support/develop mathematics**

- Withdrawal in small group for catch up maths activities
- Use of manipulative materials to support the curriculum (e.g. Numicon, counting string beads, cubes)
- Small group support and tuition

#### **Provision to facilitate/support access to the curriculum**

- In class small group support
- One-to-one support or to facilitate use of modified resources
- Use of personalised curriculum
- Differentiated curriculum
- Pre-learning
- Individual risk assessments carried out for specialised activities and school trips

#### **Strategies/support to develop independent learning**

- Visual timetables , Now and Next boards
- Visual recorders ( promote independent learning)
- Word mats
- Adapted curriculum
- Peer support
- Modified resources and use of kinaesthetic resources
- Alternative methods of recording their learning

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

- Social stories to support personal care/ playtime social interactions
- Support with personal care
- Pupil mentor playground support
- Named teaching assistant at lunchtime to support play/interactions with others/keep safe

#### **Planning and assessment**

- Assess Plan Do Review (APDR)
- EHC plan (Statement)
- EFM working alongside outside agencies
- Targets set following advice from outside agencies
- Regular review targets with child and parents (as required)
- Use of P-levels

- Use of Early Years and Foundation Stage (EYFS) goals
- Pupil Progress meetings termly

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

- Liaison with wide range of external professionals
- Regular progress meetings with parents
- Early Family Matters and Family First Assessment,
- Team Around the Family meetings (TAF)
- Support offered to parents to explain professional reports and related school provision plan
- Working alongside Attendance Improvement Officer
- Parents offered support during selection of secondary schools
- SENDIASS

**Access to Medical Interventions**

- Liaison with/training from external medical professionals
- Development of independent strategies for the use of self-help therapy exercises/equipment
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to advice/assessment from external school nurse
- One-to-one support from trained school staff for life-saving interventions (eg use of Epi pen, Defib machine)
- Health Care Plans created with parents and professionals where necessary
- Staff trained in life-saving interventions to support children
- Forest School first aid training

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