School Local Offer
Haseltine Primary School

Special Educational Needs and Disability (SEND)

Haseltine School is an inclusive school and may offer the following range of provision to support children with SEND.

Intervention
Social Skills programmes/support including strategies to enhance self-esteem: • Support from the Drumbeat Outreach Service, on referral, for children with diagnoses of ASD and/or social communication difficulties, and where these needs affect a child's social awareness, interaction and access to learning. • Programme of weekly outreach support available from the Outreach Inclusion Service, targeting those pupils whose emotional needs affect their confidence and self-esteem as learners and impact significantly on their behaviours in school. • Tailored intervention programmes provided by the school's allocated educational psychologist to children as appropriate. • Intervention from the Family Thrive support service, or a local Children and Family Centre, for children and their parents/carers on referral, delivered both in school and in the home. • Assessment by the Child and Adolescent Mental Health Service (CAMHS) for children on referral, and provision of ongoing support and intervention where deemed appropriate.
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation): • A multi-sensory room, soundproofed and fitted with a sprung floor, equipped with a range of specialist resources including an LED bubble tube, sensory pods and sensory wall and floor mats. • Consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning. • Pre-teaching of new concepts and vocabulary to enhance learning. • Use of interactive whiteboards. • Regular access to computers and iPads. • Provision of individual laptops to high level needs children identified as needing regular access to online programmes and interventions. • Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards as required. • Provision of resources to enhance independent learning including, eg. sand timers, easy-grip scissors, pencil grips, move 'n' sit cushions, and fidget/stress toys, and also table top writing and maths packs providing a range of visual and concrete learning resources.
Strategies/programmes to support speech and language: • The school buys in two NHS speech and language therapists who are in school one day every week. These therapists provides a range of support and interventions, including training for class teachers and LSAs in strategies to support individual or groups of children in their classes. They lead a carousel of group interventions once weekly in the Year 1 classes to develop vocabulary, expressive and receptive language skills and interaction skills. They also work weekly with targeted children who require a specific intervention, eg. speech sounds development, and will undertake urgent assessments of high-level needs children for whom immediate identification of needs is required. • Assessment by and intervention from a speech and language therapist, on referral.

- Provision of language rich classroom environments, where every opportunity is seized to develop all children's speech, language and communication skills.
- Support for children with EAL status in class using a range of resources and strategies, including dual language visual cues and access to the online programmes as appropriate
- Access to voice to text and text to speech technology on programmes such as Widgit Online and Clicker 8.
- Access to ICT programs including Widgit Online and Clicker 8 which add visual support to the printed word to enhance understanding and communication.
- Support as required in class from teachers and LSAs.

Mentoring activities:

- Use of peer modelling and mentoring.
- Use of talk partners during whole class and group learning sessions.
- Pupil Parliament
- Buddy systems for support during playtimes and lunchtimes.

Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes to develop fine and gross motor skills.
- Provision of specific resources and equipment, as required.
- Provision of support resources such as move 'n' sit cushions, writing slopes, pencil grips, peta-grip scissors and theraputty, where required.

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

- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- Open door policy by all staff for all parents & carers throughout the day.
- Parent Hub where parents & carers can attend regular coffee mornings, share any issues or concerns with school staff and access support in the school community; information is shared with parents & carers about services available in the community for parents, children and families.
- Educational psychologist works closely with referred children and their parents/carers, and provides ongoing support to them in the form of school-based assessments and consultations, and review meetings to monitor progress towards outcomes set.
- Collaboration and communication with and amongst external professionals involved with children, as appropriate, eg. paediatricians, GPs, CAMHS practitioners, specialist outreach teachers and Children's Centre staff.
- All staff trained annually in safeguarding and child protection.
- Use of social behaviour mapping and social stories as appropriate.

Strategies to support/develop English including reading:

- Use of Little Wandle program to support reading and phonics acquisition both in whole class teaching(EYFS/KS1) and then as catch up and intervention programmes further up the school
- Implementation of the DSR programme in all Key Stage classes daily.
- Whole class reading, small group reading support in class through guided and group reading, and individual reading support out of class from volunteers.
- Provision of table top resource packs to promote independent learning.
- Additional individual and small group English/phonics interventions, delivered weekly by learning support assistants as directed by class teachers

- Access to ICT programs, including Widgit Online and Clicker 8, which add visual support to the printed word to enhance understanding and communication.
- Use of a range of assessment tools to identify areas of need and subsequent implementation of support programmes as required.
- Regular staff training in the teaching of reading, writing and spelling namely Write stuff and the Rainbow Grammar and Spelling programme

Strategies to support/modify behaviour:

- Consistent schoolwide implementation of the school's relational policy.
- SEND registration of those children whose behaviour difficulties are persistent and constitute a barrier to learning progress; initial provision will include close collaboration with parents/carers on an agreed programme of support, home/school books to ensure daily communication between home and school, daily behaviour oversight by school staff and learning mentor support as appropriate.
- Where a child fails to respond to this initial provision a referral will be made to one or more of the following agencies, dependent on the nature of need: Outreach Inclusion Service, speech and language therapy service, educational psychology service, occupational therapy service, specialist teachers team or CAMHS.
- Haseltine Primary School is a Unicef Rights Respecting school which supports children to have a voice and to recognise how behaviour can impact on the rights of others.

Strategies to support/develop maths:

- Targeted small group support in class.
- Withdrawal of small groups or individual children for additional numeracy support by LSA as directed by class teacher.
- Schoolwide implementation of the White Rose maths programme.
- Schoolwide application of the Mathematics Mastery teaching framework to enhance maths learning and progress.
- Access to the Plus 1 and Power of 2 mental maths programmes as appropriate to need.
- Use of a range of concrete resources as appropriate to the task, and provision of visual resources to support understanding and independent access to learning.
- Pupil access - both in school and at home - to Mathletics, an online learning resource designed to consolidate and extend curriculum learning, and Times Tables Rock Stars for Years 3 to 6..
- Regular staff training in the teaching of maths.

Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/LSA.
- Access to specific interventions, delivered daily by the class LSA, as appropriate to need.
- 1:1 support from an allocated LSA for children with EHC plans, where this is required to meet need.
- Provision of individual laptops to high level needs children identified as needing regular access to online programmes and interventions.
- Facilitating access to learning through the appropriate differentiation of tasks and activities.
- Provision of an extensive range of visual and concrete resources to support independent learning.
- Provision of specialist equipment or modified resources.
- Access to online resources and programmes appropriate to the learning, and to individual need.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the speech and language therapist educational psychologist, occupational therapist or physiotherapist, on referral and following assessment.

Strategies/support to develop independent learning:

- Access to ICT programs which add visual support to the printed word, voice to text and text to speech technology, to enhance understanding and communication and facilitate recording of learning.
- Provision of individual/visual timetables and checklists as appropriate.
- Provision of individual laptops to high level needs children identified as needing regular access to online programmes and interventions.
- Access by all children to a range of English and maths table top resources to enhance independent learning.
- Pre-teaching of new concepts and vocabulary.
- Provision of an extensive range of visual and concrete resources to support independent learning.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the speech and language therapist, educational psychologist, occupational therapist or physiotherapist.

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

- Trained midday meals supervisor and LSAs supporting in the lunch hall.
- Play leaders initiating and supporting activities during morning and lunch breaks.
- Buddy system for children new to the school, where appropriate.
- Individual lunchtime supervision as required.
- Support by individual members of staff for children with special toileting requirements.
- Targeted support and supervision in the outdoor areas for children with disabilities.

Planning and assessment:

- The school adheres to the Assess-Plan-Do-Review cycle of identification of need and review of response to provision made, as set out in the Special Educational Needs and Disabilities Code of Practice.
- We have a whole school provision map which maps interventions to meet identified needs and also allocates LSAs to provisions according to individual strengths.
- A range of assessments, undertaken by the SENCo, to identify specific areas of need which may require targeted planning and/or further assessment, eg. by an external agency.
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Termly tracking of reading, writing, spelling and maths via the school's assessment system.
- Termly tracking of pre-key stage statements for those children working towards key stage levels.
- Half termly tracking of progress in reading, writing and maths.

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Early identification of needs requiring referral to external professionals.
- TAF (Team Around the Family) meetings convened where a child's/family's needs are assessed as significant.
- Regular communication and information sharing with an extensive range of external agencies.
- Regular progress meetings, eg. for those children on CIN or CP plans, with parents/carers for which detailed reports are prepared.
- Sharing of professional reports with parents.

- Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families.
- SENCo attends multi-disciplinary assessments as required.

Access to Medical Interventions:

- Initial meetings with parents of children with medical issues, together with representatives of any medical agency involved, to establish child's needs in school and, where appropriate, draw up care plans.
- Parents/carers of children with asthma are asked to complete an asthma pathway care plan and sign a consent form agreeing to the administration of emergency medication if required.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and epipen use.
- Emergency asthma pumps and epipens held in key areas in the school
- Liaison with medical professionals, including paediatricians, GPs, specialist nurses and mental health practitioners providing ongoing support to children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication provided in class Additional Educational Needs (AEN) folders.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- All support staff trained regularly in First Aid.