

## Shenley Primary School Local Offer

### Special Educational Needs and Disability (SEND)

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

*Due to current Covid 19 guidance, adjustments may be made where appropriate to ensure that provisions can be delivered safely; these will be regularly reviewed and updated.*

Targeted Teaching - Interventions			
<p><b>How do we support pupils' social skills and provide opportunities to enhance self-esteem?</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Jepeca 1:1 empowerment counselling (1:1)</li> <li>Art therapy (1:1 or small group)</li> <li>Zones of Regulation groups/1:1</li> <li>Social groups run by PFA (parent family advisor) of other trained staff (also known as Tea Club)</li> <li>PSHE lessons in class covering JIGSAW themes promoting self-esteem/social skills</li> <li>Buddy systems, when required</li> <li>Emotional Literacy – delivered by trained member of staff/PFA for a targeted group of children to enhance their emotional literacy and vocabulary</li> </ul>	<p><b>How do we create access to a supportive environment? (e.g. IT facilities/equipment/resources Inc. preparation)</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Pre and post teaching of strategies, vocabulary and content of lessons</li> <li>Access to laptops and iPads for use in the classroom to support Teaching and Learning</li> <li>Differentiated resources and manipulatives to support Teaching and Learning</li> <li>Visual prompts to support learning environments</li> <li>Access to Widgeo online to visually support Teaching and Learning including the school environment</li> <li>Use of dictation – app</li> </ul>	<p><b>How do we support pupils with anxiety and promote emotional well-being (including communication with parents)</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Soft start entry to the day</li> <li>Home/School link books as and when required</li> <li>Regular telephone and email contact with parents</li> <li>Regular Support Plan meetings with parents/pupils</li> <li>'The Invisible String' book and activities</li> <li>Key worker, buddy where appropriate</li> <li>Take 5 card</li> </ul>	<p><b>How do we support pupils to develop their independent learning?</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Use of visual timetables and prompts</li> <li>Success criteria &amp; checklists</li> <li>Self-assessment and Peer to Peer assessment</li> <li>Use of a range of manipulatives e.g. counters, money, cubes</li> <li>Individualised personal targets</li> <li>Supporting independent learning through positive behaviour reinforcements such as; gems, marvellous me, regular and targeted praise and building an awareness of making "good mistakes" to encourage resilient learning</li> </ul>
<p><b>How do we develop mentoring skills?</b></p> <p><b>Strategies include:</b></p> <p><b>Mentoring: Peer Mentoring</b></p> <ul style="list-style-type: none"> <li>Use of talk partners</li> <li>School council/eco-council/sports leaders/house captains</li> </ul> <p><b>Emotional Mentoring</b></p> <ul style="list-style-type: none"> <li>Access to regular personalised 1:1 emotional support from trained members of staff</li> <li>Access to Outreach programmes to support emotional literacy</li> <li>Collaboration between both home and school environments to consolidate support</li> <li>Whole school learning days/themes to raise awareness of good Mental Health and well-being</li> </ul>	<p><b>How do we support pupils to develop their literacy, including reading?</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Quality first Teaching provided by the class teacher</li> <li>Daily guided reading and handwriting/spag lessons from Y1-6</li> <li>Targeted group support in class through guided teaching led by teacher or TA</li> <li>One to one targeted reading sessions with teacher/TA/parent helpers</li> <li>Daily RWI lesson for children in Nursery to Y2, spelling for Years 3 and 4</li> <li>Daily 'Fresh Start' RWI catch up programme for Y5-6 pupils.</li> <li>Use of NESSY 'Literacy and Spelling' school programme</li> <li>Badger writer/colourful semantics</li> <li>Access to specialised 1:1 programmes provided and resourced by a Specialist Advisory Teacher for SpLD</li> <li>Targeted teaching groups – 8.30am early boosters, computer interventions Inc. IDL</li> </ul>	<p><b>How do we support pupils to develop their mathematics?</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Quality first Teaching provided by the class teacher</li> <li>Targeted group support in class through guided teaching led by teacher or TA</li> <li>Targeted teaching groups</li> <li>Access to a range of manipulatives to support understanding of mathematical concepts.</li> <li>Specified 1:1 pre and post teaching of mathematical concepts and vocabulary</li> <li>Working walls and informative displays to be used as visual prompts</li> <li>The 10 minute number box</li> </ul>	<p><b>How do we support/facilitate pupils to access the curriculum?</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Visual prompts and concrete resources available throughout the school</li> <li>Use of pre and post teaching</li> <li>Specialist equipment such as seating, radio aid systems etc</li> <li>Development of a personalised curriculum</li> <li>Individual targets set and reviewed termly via support plan meetings between home and school environments</li> <li>Access to computing equipment e.g. laptops, iPads</li> </ul>

	<ul style="list-style-type: none"> <li>Working walls and informative displays to be used as visual prompts/other resources</li> </ul>		
<b>How do we support pupils in speech and language?</b>  <b>Strategies include:</b> <ul style="list-style-type: none"> <li>Delivery of planned speech and language programmes and strategies</li> <li>Regular contact with the Speech and Language Therapy team</li> <li>Training sessions for all staff including TAs</li> <li>Access to Speech and Language support from trained members of staff, including ELKLAN/WELLCOMM trained staff</li> </ul>	<b>How do we support pupils with Occupational Therapy/Physiotherapy needs or programmes?</b>  <b>Strategies include:</b> <ul style="list-style-type: none"> <li>Delivery of planned/recommended Occupational Therapy/Physiotherapy programmes</li> <li>Regular contact with therapists</li> <li>Sensory circuits/sensory breaks</li> <li>Access to sensory room</li> </ul>	<b>How do we support pupils with their behaviours/to modify their behaviour?</b>  <b>Strategies include:</b> <ul style="list-style-type: none"> <li>Clear set of school rules and behaviour expectations</li> <li>All Staff have received Hertfordshire STEPS training to support and instil a positive approach to behaviour management across the school</li> <li>Access to Outreach behaviour support where required</li> <li></li> </ul>	<b>How do we support supervision at unstructured times of the day including personal care?</b>  <b>Strategies include:</b> <ul style="list-style-type: none"> <li>Staff supervision and support at break times</li> <li>Care plans designed to support individuals</li> </ul>
<b>Access to Medical Interventions</b> <ul style="list-style-type: none"> <li>Medical forms and care plans to be regularly reviewed and shared with all staff</li> <li>Personalised care plans for severe allergies and medical needs shared with all staff</li> <li>Access to the School Nursing team to update on care and application of medicines such as EpiPens</li> <li>All staff trained in administration of EpiPens</li> <li>Selected staff trained in First Aid at Work and Paediatric First Aid</li> </ul>	<b>Planning and assessment process</b> <ul style="list-style-type: none"> <li>Individual targets reviewed termly- new targets devised in consultation with other professional advice, these are then incorporated in to the MSP (My Support Plan) for the term</li> <li>Half termly assessments and analysis of data by Assessment Leaders</li> <li>Provisions assessed regularly</li> <li>Termly monitoring</li> <li>Regular Pupil Progress Meetings</li> </ul>	<b>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</b> <ul style="list-style-type: none"> <li>Liaison with a wide range of professionals and agencies</li> <li>Regular progress meetings and contact between home and school environments</li> <li>Annual review of EHCPs, meetings attending by all relevant professionals, parents/carers and staff</li> <li>Open door policy with Teacher, Inclusion Team, Phase Leaders, Deputy Head and Head Teacher</li> <li>Access to training from external agencies for whole staff INSET and individual CPD</li> <li>Use of Families First Assessment module</li> </ul>	

### School Local Offer for SEND

Every school in Hertfordshire will offer a range of interventions for children and young people and these will differ from school to school dependent on the school's organisation.

This information is published on the school website so that parents/carers can see what support a school provides for its pupils.