

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
<p>Social Skills programmes/support including strategies to enhance self-esteem:</p> <ul style="list-style-type: none"> • Learning mentor support, via a range of interventions focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class. • 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 and interaction. • Programme of weekly outreach support, provided by 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 and their parents/carers, as appropriate. • Intervention from the Early Help Service 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.
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):</p> <ul style="list-style-type: none"> • 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. • Extensive and 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 individually tailored visual support packages for specific children including individual timetables and behavioural cue cards. • Provision of resources to enhance independent learning including, for example, 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.
<p>Strategies/programmes to support speech and language:</p> <ul style="list-style-type: none"> • The school buys in an NHS speech and language therapist who is in school once a day every other half term. The therapist provides a range of support, including training for class teachers and LSAs in strategies to support individual or groups of children in their classes. She also works weekly with targeted children who require a high level of speech and language intervention, 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 small group speaking and listening skills support by the learning mentor, who has been specifically trained in the delivery of this intervention by the Lewisham Speech and Language Therapy (SALT) Service to Schools.
- Provision of language rich classroom environments.
- Delivery of allied individual SALT programmes by the learning mentor.
- Support for children with EAL status in class using a range of resources and strategies.
- Access to voice to text and text to speech technology on programmes such as Widgit Online and Clicker 7.
- Access to ICT programs including Widgit Online and Clicker 7 which add visual support to the printed word to enhance understanding and communication.
- Support as required in class from teachers and LSAs.

Mentoring activities:

- Learning mentor support and interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress.
- Circle of Friends
- 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, run by one of our family support and attendance officers, 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.
- Two family support and attendance officers who liaise daily with the families of persistent absentees.
- Learning mentor implements planned programmes of support to children either in or out of the classroom, 1:1 or in a group session as required.
- 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 all 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, most recently in September 2019.

<ul style="list-style-type: none"> • Use of social behaviour mapping and social stories as appropriate.
<p>Strategies to support/develop English including reading:</p> <ul style="list-style-type: none"> • Use of the Lexia online programme as appropriate to need. • Use of the Read Theory online programme as appropriate to need. • Access to the Daily Supported Reading programme as appropriate to need. • Access to the Toe by Toe reading development programme as appropriate to need. • Access to the Stareway to Spelling and Stride Ahead spelling development programmes as appropriate to need. • Access to the Daily Supported Reading programme as appropriate to need. • Whole class reading, small group reading support in class through guided and reciprocal reading, and individual reading support out of class from volunteers. • Additional small group English support in class from class teachers and LSAs. • Provision of table top resource packs to promote independent learning. • Additional individual and small group English support, delivered weekly by learning support assistants. • Lunch time writing clubs in class run by class teachers. • Handwriting development programme devised by KS1 teacher and implemented daily throughout the school as and where required. • Access to the Magic Link online handwriting programme for those children whose handwriting needs do not respond to the class-based provision and support. • Access to ICT programs, including Widgit Online and Clicker 7, 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.
<p>Strategies to support/modify behaviour:</p> <ul style="list-style-type: none"> • Consistent schoolwide implementation of the school's behaviour 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: the Inclusion Outreach Service, the educational psychologist, Early Help Service or CAMHS.
<p>Strategies to support/develop maths:</p> <ul style="list-style-type: none"> • Targeted small group support in class. • Withdrawal of small groups or individual children for additional numeracy support. • 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 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. • Advancement of more able pupils through provision of opportunities such as the inter-school Maths Challenge. • Pupil access - both in school and at home - to Mathletics, an online learning resource designed to consolidate and extend curriculum learning. • Regular staff training in the teaching of maths.
<p>Provision to facilitate/support access to the curriculum:</p> <ul style="list-style-type: none"> • 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.
- 1:1 support in class from learning mentor as appropriate.
- 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.
- 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.
- Individual success criteria.
- 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.
- Staging of Wonder Days to promote quality independent writing and maths learning.

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.
- Individual lunchtime supervision where specified, eg. in EHC plans.
- 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.
- Class teachers produce action plans which identify the needs of and barriers to learning for individual children, and which detail targets set, and provision made, to address these identified needs. Action plans are written at the start of the school year and reviewed half termly.
- 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.
- Meetings attended by SENCo and class teachers, LSAs and allocated LSAs for children with EHC Plans to discuss and plan appropriate teaching and learning experiences.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.

- Termly tracking reading, writing, spelling and maths via the school's assessment system.
- Termly tracking of pre-key stage statements, using the online B Squared programme, for those children working towards key stage levels.
- Half termly tracking of progress in reading, writing and maths.
- Ongoing tracking of progress in interventions by LSAs delivering these.
- Termly tracking of reading and spelling ages.

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 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 a 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.
- 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 displayed in staffroom, the child's classroom and, for children with allergies, the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- All support staff trained regularly in First Aid.