



## How Wood Primary School and Nursery Offer Special Educational Needs and Disability (SEND) – 2022-2023

How Wood Primary School and Nursery is an inclusive school and may offer the following range of provision to support children with SEND. All interventions are recorded on a provision map for each class (or for an individual where appropriate).

<b>Provision</b>
<p><b>Social Skills programmes / support including strategies to enhance self-esteem:</b></p> <ul style="list-style-type: none"> <li>• Support with providing social skills sessions as needed e.g., friendship group.</li> <li>• A range of extracurricular activities are offered to enable pupils to practise their social skills.</li> </ul>
<p><b>Access to a supportive environment – IT facilities / equipment / resources (including preparation):</b></p> <ul style="list-style-type: none"> <li>• Prompt and reminder cards for organisational purposes</li> <li>• Pre-teaching of strategies, vocabulary</li> <li>• Over-learning opportunities, for example, Maths’ concepts</li> <li>• Access to specialist equipment, for example, individual whiteboard monitors for children with a visual impairment, access to laptop</li> <li>• Access to specific learning programmes via Advisory Teachers</li> </ul>
<p><b>Strategies / programmes to support speech and language:</b></p> <ul style="list-style-type: none"> <li>• Interventions from a Speech and Language Therapist</li> <li>• Delivery of a planned Speech and Language programme by a specialist Speech and Language Assistant when recommended and supplied by Speech and Language Therapy Services</li> <li>• Support by a member of staff trained by the Link Speech and Language Therapist / courses</li> </ul>
<p><b>Mentoring activities:</b></p> <ul style="list-style-type: none"> <li>• Use of talk partners</li> <li>• Use of Buddies / Play Leaders in the Foundation and Key Stage 1 playgrounds</li> <li>• Support by experienced and trained TAs</li> <li>• Planned programme by class teacher</li> </ul>
<p><b>Strategies / programmes to support Occupational Therapy / Physiotherapy needs:</b></p> <ul style="list-style-type: none"> <li>• Interventions from an Occupational Therapist (OT) / Physiotherapist, if required</li> <li>• Delivery of a planned OT / Physiotherapy programme by a trained and experienced TA / 1-1 SEN TA</li> <li>• Access to specialised OT equipment to support learning needs and access to school facilities</li> </ul>
<p><b>Strategies to reduce anxiety / promote emotional well-being (including communication with parents):</b></p> <ul style="list-style-type: none"> <li>• Meet and greet at beginning and end of each day</li> <li>• Open Door policy regarding contact for parents to share concerns</li> <li>• Willow Room, a designated space to provide opportunities for self-regulation</li> <li>• Planned access to designated adults during the school day by child with anxieties e.g., ELSA trained/ pastoral practitioner</li> <li>• “Worry book” for child to write / draw concerns privately</li> <li>• Access to a Counsellor/Behaviour Intervention Support Worker via Vista St Albans Plus Schools’ Partnership</li> <li>• Access to Play/ Art/ Drama/ Music/ Talk Therapy upon a successful referral</li> <li>• Access to School Family Worker via St Albans Plus Schools’ Partnership/Vista</li> <li>• Strategies to support children manage the unstructured sections of a school day. For example, lunchtimes with an individual programme in place with named individuals to support</li> <li>• Referral to CAMHS / Step 2 as necessary</li> <li>• Home visits for Nursery and new children joining Reception</li> <li>• Use of ‘Zones of Regulation’ as a tool to help children identify and manage their own emotional wellbeing</li> </ul>
<p><b>Strategies to support / develop English skills including reading:</b></p> <ul style="list-style-type: none"> <li>• Small group support in class and/or withdrawal for catch-up or over-learning activities</li> <li>• 1:1 SEN TA support at particular times of the day</li> <li>• Specific, named interventions led by class TA, SENCo, Non-class-based TA</li> <li>• Scribe for children struggling to write their ideas</li> <li>• “Dyslexia-Friendly School” with use of visual supports including visual timetables</li> </ul>
<p><b>Strategies to support / develop maths skills: (school focus for 2021-2022)</b></p> <ul style="list-style-type: none"> <li>• Small group support in class</li> <li>• 1-1 TA support at particular times of the day</li> <li>• Withdrawal for catch-up or over-learning activities by TA or SENCo for 1-1 or small group support</li> <li>• Specific, named interventions led by class TA, SENCo Non-class-based TA</li> <li>• “Dyslexia-Friendly School” with use of visual / practical / kinaesthetic support and resources</li> <li>• Additional times tables tutoring for KS2 pupils</li> </ul>

<p><b>Strategies to support / modify behaviour:</b></p> <ul style="list-style-type: none"> <li>• Adherence to school's Behaviour Policy (available on school website) e.g., Behaviour diamond</li> <li>• Good News book to celebrate positive behaviours</li> <li>• Access to Vista St Albans Plus Schools' Partnership and LINKS ESC for advice and practical work</li> </ul>
<p><b>Provision to facilitate / support access to the curriculum:</b></p> <ul style="list-style-type: none"> <li>• Use of a personalised alternative curriculum as necessary</li> <li>• 1-1 SEN TA support in the classroom to support using modified resources</li> <li>• Specialist equipment such as seating, Soundfield systems, individual whiteboard monitors for visually impaired pupils</li> <li>• Small group TA / Class teacher support</li> </ul>
<p><b>Strategies / support to develop independent learning:</b></p> <ul style="list-style-type: none"> <li>• Use of visual timetables, Now and Next boards, checklists</li> <li>• Pre-teaching of vocabulary and content</li> <li>• Split tasks / learning into manageable sections</li> <li>• Use of individualised success criteria, targets</li> </ul>
<p><b>Support / supervision at unstructured times of the day including personal care:</b></p> <ul style="list-style-type: none"> <li>• Designated 1-1 SEN TA to support with personal care</li> <li>• Personal Care plan</li> <li>• Strategies to support children manage the unstructured sections of a school day. For example, at lunchtimes with an individual programme in place with named individuals to support.</li> <li>• Year 5/6 Play Leaders to support children in Foundation and Key Stage 1 playgrounds</li> <li>• Friendship Club with Year 5 children as leaders</li> <li>• Named TA at playtime where appropriate</li> </ul>
<p><b>Planning and assessment:</b></p> <ul style="list-style-type: none"> <li>• Child Review Meetings (ADPR cycle) with parents, class teacher, child (and SENCo where appropriate)</li> <li>• Individual targets</li> <li>• Pupil Progress Meetings each term with SENCo, Head Teacher and Class teacher to monitor progress of children who are not meeting Age Related Expectations.</li> <li>• Access to Family Service Plan or Families First Assessment as necessary</li> <li>• Child's opinions sought in an age-appropriate way</li> <li>• Class Provision Maps to show provision / support within each class</li> </ul>
<p><b>Liaison / Communication with Professionals, attendance at meetings and preparation of reports:</b></p> <ul style="list-style-type: none"> <li>• Open Door policy for parents to share concerns</li> <li>• Liaison with wide range of professionals and services</li> <li>• Regular progress meetings with parents including Child Review Meetings (APDR cycle); parents' input / opinions sought when decisions relating to their children are made as well as opinions and input of the child</li> <li>• Support for parents with writing reports including explanation of professional reports to parents</li> <li>• Home / School Communication Books in place where needed</li> <li>• SENCo Coffee Mornings with invited professionals and parents to provide support and information sharing and to raise the profile of SEND in the school</li> </ul>
<p><b>Medical Interventions:</b></p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication</li> <li>• Individual protocols for children with significant medical needs and allergies</li> <li>• Yearly training updates by professionals to whole school staff</li> <li>• Provision of a personal differentiated curriculum or a reduced timetable to support learning</li> <li>• Work with parents / carers to support pupils with short-term medical needs</li> <li>• Access to school nurse</li> <li>• 1-1 support for life-saving interventions, for example Rescue medication</li> </ul>

***For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Local High Needs Funding (LHNF).***