

School Local Offer Special Educational Needs and Disability (SEND)

Kingsway Infant 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"> • Access for small groups and individual children to a Learning Mentor to enhance self-esteem/ positive behaviours and Social stories work. • Seal programme and Philosophy for Children (P4C). • Trained staff in programmes to promote emotional resilience and well-being. (Drawing and Talking/Link support Work/ Communicating with children/Protective behaviours). • Weekly children's assemblies /Achievement assemblies. • Access to Play therapist sessions. • Breakfast Club and after school clubs: Dance /Art Club/Game on etc. • School Council/ Eco-Champions. • Pupil Voice. • Enrichment days- Drama/Music workshops from outside providers.
<p>Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Prompt and reminder cards for organisational purposes. Visual displays and timetables • Pre teaching of strategies and vocabulary • Specialist equipment to access the curriculum, e.g. writing boards, furnitur , sound fields, enlarged print. I- pads and IT programmes • Access to computers/laptops/Notebooks/ I- Pads as needed during lessons. • Access to variety of 1-pad apps to support learning. • IWB in all classrooms. • Access to a wide variety of learning support programmes and packages, for example- Easy Read/ communication in print/ Word \Shark/ Sam Learning. • All staff are able to access available facilities to support pupils with SEND and are given sufficient time to plan and prepare any resources needed to support groups or individuals with SEND.
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Interventions from a School link -Speech and Language Therapist • Information to parents about local Speech and Language drop in clinics in the local area. • Delivery of planned Speech and Language programme from a specialist teaching assistant. (Accredited Elklan Training.) • Use of talk partners in classes. • Support from a member of staff trained in speech and language strategies. • Pre teaching of vocabulary sessions weekly - small groups or individually • Small group and individual speaking and listening groups. • Access to resources from "I-Can" and variety of Speech and Language tools to support speech and language programmes.
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Access to Learning Mentor in and out of classes to boost confidence /self-esteem/social skills group work/positive relationships. • Learning Mentor support for break times and lunch times to promote positive play skills. • Use of peer mentoring and teaching in all classes. • Buddying Systems/play leaders. • Timetabled Learning Mentor sessions.
<p>Strategies/programmes to support Occupational Therapy/Physiotherapy needs</p>

- Daily exercises for whole school - Wake + Shake/ Access to large and small equipment on a daily basis. /Regular P: E/Games/Dance lessons.
- Support for Individuals and small groups to develop Fine and Gross Motor skills as part of planned intervention through Individual provision maps/programmes.
- Referrals through school health service to Occupational Therapy/Physiotherapy Service if required for individuals.
- Interventions programmes supported by an Occupational Therapist/Physiotherapist.
- Specialist resources and equipment where needed. For Example- Weighted cushions /specialist pens writing implements /writing slopes/scissors/ sensory diet equipment and resources.

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

- Inco and Teaching assistant trained in delivery of Drawing and Talking/ Communicating with Children. Protective Behaviour Programmes.
- Planned programme of support from a Learning Mentor. Social stories groups.
- Planned programme of support from a classroom teaching assistant. Brqthru -Link Support Work for small groups.
- Meet and greet session at the start of each day.
- Inco+ Learning Mentor are available as are all staff for pupils/parents to speak to about any concerns/anxieties throughout the week.
- Regular communication with parents/carers through newsletters/school website/planned review meetings/ Phone.
- Use of and referrals to South West Herts Partnership Family Support Workers and Thriving Families Team.
- Referral to CAMHS/Play/Art Therapy/ Counselling.
- Access to school Health Service/Nurse.

Strategies to support/develop literacy (including reading)

Pupils with SEND will have the opportunity to work in small groups or 1-1 with class teachers and or /teaching assistants/ Inco at different points throughout the week.

- Differentiated work and strategies for individual needs.
- Small group support in class through Guided Teaching.
- Use of Talk Partners.
- Opportunities for working in a small group for 'Catch-up Literacy activities' involving focussed teaching, including Phonics. (Early Literacy Support Programme).
- Daily 1-1 support by a specialist teaching assistant for focussed teaching of reading/writing difficulties including Phonics -Fischer Family Trust (FFT) Programme
- Literacy supported by a variety of IT programmes of support and varied reading schemes- Easy Read/ Word Shark/ Dandelion readers /Phonics bug/ Floppy's phonics.
- Regular pupil progress meetings /discussions with SMT/Inco to identify any difficulties arising with any pupil and implement plans of support.
- Literacy co-ordinator parent workshops at beginning of year and information on how to support reading and writing.
- Pupils with literacy difficulties may be referred to the Specific Learning Difficulties Base or Educational Psychology Service for further advice and intervention.
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Strategies to support/modify behaviour

- Use of the whole school behaviour policy to support and promote positive behaviour and relationships. (Available on website)
- School Golden Rules. Consistent and positive approach to any behaviour management programmes by all staff. Consistency across whole school by all staff members when applying sanctions.
- Weekly achievement/Children assemblies to celebrate and promote self-esteem and confidence in pupils.
- Involvement of a learning mentor and SLT to ensure positive respectful relationships and behaviour is fostered throughout the school.

- Social skills/behaviour modification groups.
- Referral to Behaviour support Team/ Chessbrook Outreach Team /Family Support Workers.
- Delivery of a planned programme of support, such as a Personal Support Plan from Behaviour advisors /teachers and specialist teaching assistants.
- Collaborative work with parents/ Carers to support positive behaviours through workshops/Family Learning/ and other outside agencies support.
- Use of lunchtime/after school activity clubs, e.g.'Game on/ /Ukele/recorder/Dance

Strategies to support/develop Mathematics

Pupils with SEND will have the opportunity to work in small groups or 1-1 with class teachers and or /teaching assistants/ Inco at different points throughout the week.

- Small group support in class through Guided Teaching
- Regular pupil progress meetings /discussions with SMT/Inco to identify any difficulties arising with any pupil and implement plans of support.
- Opportunities to work in a small group for 'Catch-up Mathematics activities'.
- Access to specialist teaching assistant for 1:1 support involving focussed teaching of mathematics.
- Maths

Provision to facilitate/support access to the curriculum

- Differentiated/well planned and appropriately resourced curriculum
- Small group support from teachers and teaching assistants.
- 1:1 support class from teachers/ teaching assistants to facilitate access through modified and differentiated curriculum and resourcing.
- Specialist equipment such as seating, writing slopes/implements/ Use of scribe/ Sensory equipment. personal screen/enlarged print for visually impaired
- Use of a personalised visual timetables where needed.
- Referral to Specific Learning Difficulties Base- Laurence Haines for further specialist advice and intervention strategies.
- Referral to Outreach Teams at Colnbrook for further specialist advice and intervention strategies.

Strategies/support to develop independent learning

- Use of visual timetables and checklists.
- Pre teaching vocabulary and content.
- Peer mentoring.
- Access to ICT equipment and programmes as part of individualised support programmes.
- Use of individualised success criteria and self-assessment.
- P4C used effectively to promote high quality questioning and curiosity.
- Effective use of available spaces both indoors and outdoors.

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

- Breakfast Club daily.
- After school clubs and activities such as: Dance/Fun Fit/ Art club/Game on.
- Learning Mentor activities at lunchtimes.
- Available use of quiet workstations in classes and effective use of calmer quieter spaces/areas in and around the school.
- 1:1 specialist teaching assistants at playtimes and lunchtimes for individuals and groups to facilitate activities.

Planning and assessment

- Regular monitoring of assessment data by Head/ SMT and pupil progress meetings held each term ensure early identification of any needs/concerns that arise. Immediate plan of support and intervention discussed and implemented for individuals and small groups.
- Pupil Premium pupils are identified and effectively supported.
- Laurence Haines (SpLD) Phonics diagnostic assessment tool for identifying specific difficulties.
- Laurence Haines (SpLD) Mathematics diagnostic assessment tool for identifying specific difficulties.
- Individual/ Class Provision Maps (IPMs/CPM)

- Individual Education Plans (IEPs)
- Individual targets for children in class
- Regular review of targets with child and parents through parent meetings.

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports; Kingsway Infants has links with a number of various agencies and services to support the needs of pupils and their families.

- Liaison with a wide range of professionals, e.g. Educational Psychologist, Speech and Language Therapy /Occupational Therapist/School Health Nurse/Advisory Teachers for ASD/Hearing/Sight/PNI impairments.
- Specific Learning Difficulties base- Laurence Haines School
- Colnbrook Outreach Service
- Chessbrook Outreach Service- Behaviour Support Team/Advisors.
- Regular progress meeting/reviews with parents for those with SEND.
- Explanation of professional reports to parents.
- Parents signposted to relevant support available, e.g. South-West Hertfordshire Partnership / Local Children's Centres/ Thriving Families./Play Therapist/CAHMS/
- Virtual School for looked after pupils.
- Regular updates for parents of children with SEND -Fliers/notices/courses available to families.
- Notification of availability of holiday clubs and play schemes in local area for children with SEND
- Access for parents to HANDS newsletter and information.
- Access to East and West Herts HUB
- Family Learning Workshops

Medical Interventions

- Strategies for the use of personal medication.
- Individual care plans (ICPs) and protocols for children with significant and specific medical needs/conditions and allergies.
- Liaison and access to the school nurse in relation to individuals needs and provision of any specific training needed.
- Individual support plans for pupils with short-term medical needs
- Regular First Aid training for all staff in school and is regular updated.
- Training for all staff in relation to epipen/ diabetes and treatment of epilepsy.

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 Exceptional Needs Funding (ENF).

If you would like any further information on our Local offer in provision for pupils with SEND please call or make an appointment to see the Head teacher or Deputy/Inco and they will be happy discuss any other information you would like provided.