



School Local Offer for Pupils with Special Educational Needs and Disability (SEND)

The government has listened to what parents say about their experience of services and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'.

The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

Green Lane Primary Academy is an inclusive academy and may offer the following range of provision to support children with SEND.

Intervention
<p><u>Social Skills Programmes/support including strategies to enhance self-esteem</u></p> <ul style="list-style-type: none">• Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem• Our teaching and Learning Policy identifies that marking shows "what went well" with work as well as "it would be even better if" to enhance esteem.• We have weekly Assemblies to reward effort, achievement, being a good citizen or sportsperson etc.• We use SEAL materials in assemblies and in PSHCE lessons.• Playground buddy system in place Yr5/6 to support KS1.• Each class has representation on the academy council.• Lunch time club in place every day for children with identified needs.• Pupil and Family Support Worker available for children, staff and parents.• Social stories to discuss events.• After school clubs available to all children within the academy.
<p><u>Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)</u></p> <ul style="list-style-type: none">• Access to laptops/ ipads as part of normal class provision.• Microphone system available to enhance hearing in main hall.

- Devices for additional recording eg. Cameras, video recorders, voice recorders
- Audio books for group readers
- Prompt and reminder cards for organisational purposes.
- Pre-teaching of strategies and vocabulary
- Use of visual strategies to support learning/language.

Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist.
- Delivery of a Speech and Language programme by a T.A.
- Talk Partners.
- Pre-learning of vocabulary.
- Use of visual strategies to support language.
- Supported "Show and Tell activities" for FS/KS1 pupils.

Mentoring Activities

- Use of peer mentoring.
- Mentoring support from SENCO, Pupil and Family Support Worker, TA and class teacher.
- Lunch time club provided for targeted children.
- Buddy system in the playground at lunchtime.
- In class strategies such as talking partners used.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their Individual Education Plan.
- We provide some small items such as writing slopes or pencil grips as required.

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

- We access and work alongside our Network of schools Family Support Worker and other targeted services such as Extended Services, CAMHs and Social Care.
- We have an open door policy for anxious parents or parents of anxious pupils.
- We collaborate with our School Nurse to support pupils with emotional needs
- We do transition work to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group with a move-up session with their new teacher. We provide photo books of the new teacher/ classroom etc. for certain pupils who need a visual prompt.
- Buddy system in place Yr5/6 to support KS1.
- Work with Family Support Workers (CAFs).
- Regular parental contact sessions e.g. weekly coffee morning.
- Parent Workshops on a variety of academic needs across the academy.
- Home/academy reading diary
- Home/academy link book for targeted children.
- Class blogs.

- Whole academy "Awesome" focus and 5 R's for learning focus (Behaviours for Learning).
- Referral to Child and Adult Mental Health Service.

Strategies to support/develop literacy inc. reading

- Small group/ individual support for example with additional guided reading or phonics.
- Additional guided reading/ comprehension practice
- Booster classes where appropriate in Y6, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing.

Strategies to support modify behaviour

- Positive behaviour strategies (in line with our Behaviour Policy)
- We reward positive behaviours and discourage others
- Social skills/behaviour modification groups.
- Home/academy reading record.
- Visual timetable.
- Lunch time club available to all children lead by the Pupil and Family Support Worker.
- Lunch time buddy system.
- Behaviour Support Worker sessions as needed.

Strategies to support/develop numeracy

- Small group/ individual support for example with additional practice for number bonds or tables
- Use of Springboard (Wave 2) and Wave 3 intervention materials for individuals
- Use of small visual apparatus to support kinaesthetic learners
- Booster classes where appropriate in Y6, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.

Provision to facilitate/support access to the curriculum

- Access to small apparatus for example for counting in Maths, number squares etc.
- Personalised activities as appropriate
- Small group support from TA.
- Child-led learning focus in the curriculum.
- Outdoor learning embedded in the curriculum.

Strategies/support to develop independent learning

- Vocabulary displayed in classrooms
- Word mats
- Seating arrangements to allow a working buddy
- Personalised activities/lessons
- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Use of individual success criteria

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

- Buddies available to organise play with younger children at lunch time, under the supervision of a dinner staff.
- Lunch time club available every day lead by the Pupil and Family Support Worker.
- Reminding pupils to visit the toilet frequently.
- Allowing certain pupils with medical needs quick access to use the toilet at any time
- Reminders to drink water frequently for certain pupils
- 3 members of staff available every day at break time

Planning and assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all.
- Teachers also plan additional provision for small groups (Wave 2) and individuals (Wave 3) to support learning needs.
- Individual Education plans, Individual behaviour plans and Provision Maps.
- Teachers assess pupils daily to see how they are accessing their learning
- Individual targets.
- Regular review of targets with child and parents.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- All parents receive a full academy report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the academy office
- There are two opportunities for all parents to review their child's progress at Parents Consultation Evenings.
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- For pupils with Individual Education Plans the class teacher will contact parents to review progress and discuss new targets.
- For pupils working with outside agencies such as the Speech and Language Therapist, Educational Psychologist etc. parents may be invited into the academy to meet with these outside professionals to understand the nature of the work taking place.
- We contact parents termly to express our concerns and offer support to those whose children have poor attendance.
- We operate with the CAF system and have frequent Team Around the Child or Family meetings (TAC or TAF meeting)for some families.
- We liaise with our local Primary Family Support Worker who can support families in need.
- Class blogs.
- Curriculum termly booklets.
- Weekly newsletter.
- Stay and Learn sessions.
- Class assemblies.

Access to Medical Interventions

- A vast majority of staff are trained in basic first aid with some trained in Team Teach, Paediatric First Aid training and anaphylaxis (epipens).
- We make all reasonable adjustments, in accordance with a pupil's Healthcare Plan from their GP/Specialist Nurse, to support pupils (for example, those with Type 1 diabetes).
- Individual protocols for children with significant medical needs and allergies.
- Children's medical information is displayed in the staffroom.
- Access to school nurse.
- Provision of aids and resources to support learning.

For children with complex SEND, the frequency of such provision may occasionally result in the academy applying for additional funding to support a child, known as Exceptional Needs Funding.