## Our "Local Offer" for Special Educational Needs and Disability

**Our school provides a happy, caring and stimulating environment. Our children are motivated to work hard and reach their full potential through a challenging and exciting curriculum.**

At Sandfield Close Primary School, we believe each child is special and that all have unique talents, interests and strengths. We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs.  Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities.  This ensures that all pupils have a full access to the National Curriculum.  We use the guidance given in the National Curriculum document to support inclusion.

**At Sandfield Close we aim to:**

- ·Monitor the progress of all pupils in order to maximise progress and this aids the identification of pupils with SEND. Continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- ·Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child's individual needs, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with, and in support of, outside agencies when pupils' needs cannot be met by the school alone. Some of these services include the Leicester City Council Special Educational Needs and Disability Support Service (formerly SNTS) Leicester City Council Educational Psychology Service, Speech and Language Therapy Service, Children and Adult Mental Health Service CAMHS.
- Create a school environment where pupils can contribute to their own learning.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. At Sandfield Close, our SENCo is Mrs Adebimpe Taiwo, who is also our Deputy Headteacher. The SENCo coaches, supports, and advises teachers and other staff to enable them to provide appropriate assessment and focussed provisions for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching, which takes account of the particular individual needs of pupils with SEND within the classroom. All teaching assistants undertake continuing professional development to ensure that hey understand the characteristics of effective support. Individual teaching assistants undergo training to equip them to meet specific needs relating to SEND.

**Areas of Need**: The new Code of Practice' 2014 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

| Area of Special Educational Need | Relating to difficulties with: |
|---|---|
| **Cognition and Learning** | **Children may have difficulties with the skills needed for effective learning such as use of:**<br>• Language, memory and reasoning skills<br>• Sequencing and organisational skills<br>• An understanding of number<br>• Problem-solving and concept development skills<br>• Fine and gross motor skills<br>• Independent learning skills<br>• Exercising choice<br>• Decision making<br>• Information processing<br><br>**Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.** |
| **Communication and Interaction** | **Children may have a delay or disorder in one or more of the following areas:**<br><br>**Attention / Interaction skills:** May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.<br><br>**Understanding / Receptive Language:** May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.<br><br>**Speech / Expressive Language:** May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected |
| **Social, Mental and Emotional Health** | **Children may have difficulties with social and emotional development which may lead to or stem from:**<br><br>• Social isolation<br>• Behaviour difficulties<br>• Attention difficulties (ADHD)<br>• Anxiety and depression<br>• Attachment disorders<br>• Low self esteem<br>• Issues with self-image |
| **Sensory and / or Physical** | **Children may have a medical or genetic condition that could lead to difficulties with:**<br><br>• Specific medical conditions<br>• Gross / fine motor skills<br>• Visual / hearing impairment<br>• Accessing the curriculum without adaptation<br>• Physically accessing the building(s) or equipment<br> • Over-sensitivity to noise / smells / light / touch / taste.<br>• Toileting, hygiene and self-care. |

# Specific Interventions, Strategies and Resources used in School

| Cognition and Learning | |
|---|---|
| **Literacy** | |
| Reading and Comprehension | • Better Reading Partnership, Lexia, Fresh Start,1-1 tuition,<br>• Lunchtime Reading Club, Paired reading, Reading Journal,<br>• Letters and sounds, Phonics, Five Minutes Literacy Box.<br>• Inference, Guided reading IEP Mini Guided Reading,<br>• Reading Workshop for Parents, |
| Writing and Spelling | • AcceleRead and/or AcceleWrite, colourful Semantics,<br>• Writing frames<br>• Key vocabulary lists<br>• Provision of word banks |
| Handwriting | • Penpals Handwriting Programme |
| Speech and language | • Speech Therapist input directly o school termly<br>• Speaking and Listening programme<br>• Let's talk programme<br>• Use of visual cues<br>• Repetitive teaching of new concepts and chance to practise new skills<br>• Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking<br>• Language groups Years 3 and 4<br>• Speech and Language Therapist advice disseminated to and followed by teaching staff<br>• Specific differentiation or modification of resources eg use of symbols<br>• Speech Therapy group work delivered by support staff following speech therapy advice<br>• Speech Therapist when statement specifically stipulates number of hours<br>• Follow-up to SALT programmes Drama<br>• Teachers and teaching assistants make sure the classroom environment is language-rich and has well- organised wall displays to support learning in all areas of the curriculum.<br>• Extend vocabulary through categorising<br>• Key words explained and clarified, use of pre teaching of vocabulary may be used<br>• Use mind mapping to show how vocabulary links together<br>• Repetitive teaching of new concepts and chance to practice new skills |
| **Numeracy** | |
| **Numeracy** | • MyMaths- ICT Maths practice and consolidation<br>• Sumdog – ICT games to promote and support basic mathematical skills, encouraging speed and fluency<br>• Explicit teaching of mathematical vocabulary<br>• Differentiated learning within daily Maths sessions<br>• Practical and Multisensory Approach |

# Specific Interventions, Strategies and Resources used in School

| Communication and Interaction | |
|---|---|
| **Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)** | Teachers and teaching assistants make sure the classroom environment is full of language and have well- organised wall displays to support learning in all areas of the curriculum.<br><br>Stay and Play in F2, Years 1 & 2<br>Interactive Play support<br>Feelings Groups<br>Friendship Groups<br>Anti-Bullying Groups<br>Confident Parents Confident Children workshops delivered in conjunction with CBII Child Behaviour Intervention Initiative<br>Guided Imagery<br>Transition support, visits and events especially<br>Reduced modified timetable<br>Meet and Greet sessions at the start of the day<br>Opportunities for children to support younger children's learning to boost confidence<br>Variety of monitor jobs and roles to promote interaction and boost confidence<br>Regular contact and liaison with parents as necessary |

# Specific Interventions, Strategies and Resources used in School

| Social, Emotional and Mental Health Support - SEMH | |
|---|---|
| **Social** | Whole school strategies to support the development of children's social skills and enhance self-esteem<br>Small group programmes<br>Social Skills groups<br>Friendship Groups run by Psychology Service and school staff<br>Use of social stories<br>Whole school Golden Rules – a consistent approach to promoting positive behaviour choices<br>Analysis of peer interaction and friendship groups |
| **Emotional & Mental** | Strategies to support/modify behaviour<br>School sanctions and reward system as set out in School Behaviour Policy<br>Pastoral Support Programme PSP process - meetings with SEMH, parents and school to agree and monitor behaviour targets and prevent exclusion<br>All staff trained in Team Teach, de-escalation and positive handling strategies<br>School employs specialist SEMH teacher to work with individuals and groups<br>Anger Management group<br>Calming area for a child with ADHD<br>Access to Art Therapy-run by SEMH<br>Daily **Meet and Greet** sessions to ensure children settle at the start of the school day<br>Liaison with specialist external agencies eg ADHD Solutions to tailor provision for children |

# Specific Interventions, Strategies and Resources used in School

| Sensory and/or Physical/Medical | |
|---|---|
| **Medical** | Use of individualised Care Plans<br>Referral to paediatrician<br>Referral to CAMHS<br>Visits from school nurse and joint meetings with parents to ensure children's needs are known and understood<br>Specialist paediatric/school nurses delivering specific training to staff on different medical conditions e.g epilepsy, diabetes,<br>Specialist paediatric nurses meet with parents and staff working with individual children to agree individual care plans e.g epilepsy, diabetes, ADHD<br>High proportion of trained first aiders in school including paediatric first aid<br>Qualified Paediatric First Aiders – staff working in F2<br>Health Visitors and School Nurse team deliver sessions to children on Hand washing, Hygiene, Healthy Eating etc |
| **Sensory - Visual Impairment** | Adaptation of teaching and learning resources<br>Adaptation of learning environment<br>Resource materials are enlarged and/or modified as required<br>Support from specialist teachers from the Vision Support Team of Leicester SEND Support Service |
| **Sensory – Hearing Impairment** | Adaptation of teaching and learning resources<br>Adaptation of learning environment<br>Support from Specialist Teacher from the Hearing Support Team of Leicester SEND Support Service<br>Management of hearing aids |