

Outwoods Primary School



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

Outwoods Primary School is an inclusive school and may offer the following range of provision to support children with special educational needs and disabilities.

Intervention

Social Skills programmes/support (including strategies to enhance self-esteem and promote positive behaviour)

- 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.
- We have weekly Gold Ribbon Assemblies to reward effort, achievement, being a good citizen or sportsperson etc.
- We reward hard work and good behaviour with house points. Each house team has 2 house captains.
- We use SEAL materials in assemblies.
- Daily nurture provision is available for children who have difficulty accessing the curriculum in their own classroom.
- Protective Behaviours training is used throughout the school to help children to feel safe and confident.
- We have "Buddies" at lunchtime who are older pupils who will play games with less confident children.
- Each class has representation on the school council and Eco Council.
- Children have a termly meeting with a 'mentor' to discuss things they are proud of and the achievements they have made.
- A wide range of after school clubs are available for year 1 – 6.
- Daily breakfast club is available at a small cost.

Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)

- Staff have access to the software, Communication in Print to produce printed matter with visual prompts for a small number of children.
- Access to laptops/ ipads as part of normal class provision.
- Devices for additional recording eg. Cameras, video recorders, voice recorders.
- Audio books for group readers.
- Interactive whiteboards in every classroom.

Strategies/programmes to support speech and language

- We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child's parents at home in a 1-to-1 or individual setting (as suggested by the therapist).
- Some of our Teaching Assistants have been trained to deliver speech and language intervention.

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 have whole school Protective Behaviours strategies in place.
- We can provide "meet and greet" for anxious pupils.
- We have Buddies at lunchtime
- We access and work alongside our Network of schools and other targeted services such as the Early Intervention Service (EIS), Integrated Disability Service (IDS), Educational Psychology and Health Service Providers.
- 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 at school 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 an induction day with their new teacher.
- Daily nurture provision is available for children who have difficulty accessing the curriculum in their own classroom.

Strategies to support/develop literacy including reading

- Small group/ individual support for example with additional guided reading or phonics.
- Access to literacy intervention for targeted individuals who meet the criteria.
- Trugs games for focused phonics practise.
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies such as EIS or our Educational Psychologist.
- Opportunities for alternative ways of recording, other than writing.

Strategies to support/develop numeracy

- Small group/ individual support for example with additional practice for number bonds or tables
- Access to numeracy intervention for targeted individuals who meet the criteria.
- Use of small visual apparatus to support kinaesthetic learners.

Provision to support access to the curriculum and develop independent learning

- Differentiated and personalised activities as appropriate.
- Vocabulary displayed in classrooms
- Word mats / number lines available.
- Help Stations available to encourage independence and perseverance.

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

- Buddies available to organise play with younger children at lunch time.
- Additional Teaching Assistant available at lunchtime to lead play opportunities.
- 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 pupils

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 and individuals to support learning needs.
- Teachers write Individual Education Plans for some pupils who are not making adequate progress.
- Teachers assess pupils daily to see how they are accessing their learning. For pupils with SEND they apply the criteria for access arrangement for pupils taking externally marked or moderated tests.

Liaison/Communication with Professionals/Parents

- All parents receive a full school report each year. If parents require a separate copy (for example with parents living apart) this can be arranged via the school office.
- There are termly opportunities for all parents to review their child's progress at parents' consultation meetings and open 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 termly to review progress and discuss new targets.
- For pupils working with outside agencies such as Speech and Language Therapist, Educational Psychologist etc. parents will be invited into school 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 within the CAF system and have frequent family support meetings for some families.
- We liaise with our school nurse who can support families in need
- We work with local Charities such as Action for Children to provide support for some families/pupils.
- Occasionally we have Pastoral Support Plans in place with some families where pupils are

at risk of exclusion.

- We work collaboratively with Health professionals, Children's Services and various other agencies as and when necessary.

Access to Medical Interventions

All staff are trained in basic / paediatric first aid, care for pupils with epilepsy and anaphylaxis (epipens) and support children with asthma.

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).

We have a SEND Disabled toilet