



School Local Offer

Special Educational Needs and Disability (SEND)

Waterhouses CE Primary Academy 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"> • Individual programmes linked to pupil’s personal targets • Peer support eg playground buddies, circle of friends • Social stories used to discuss events • Lunchtime clubs, jobs and responsibilities offered to alleviate unstructured time. • Teaching Assistant (TA) support • Steps to Success behaviours for learning motivational scheme • Values Education • Playground Leaders, house captains, head boy/girl
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Prompt or reminder cards, key words and vocabulary • Specialist equipment to access the curriculum • Dyslexia Friendly strategies (the school has Full Dyslexia Friendly status) • Pre-teaching of strategies • Small group or 1:1 teaching • Access to a laptop and ipad • Peer support eg shared writing • Highly personalised teaching and learning
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Interventions from a Speech and Language Therapist • Delivery of speech and language programmes by a TA • Time to Talk (early years group intervention) • Talking Partners (intervention for older children) • Use of visual strategies to support language • Key vocabulary given • Makaton sign language used if necessary
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Use of peer mentoring • Mentoring support from Teacher, TA or SENCO • Mentoring support from Local Support Team (LST) or Behaviour Support Team
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Interventions from an Occupational Therapist/Physiotherapist • Delivery of planned programmes by a TA. • Provision of equipment advised by specialist • Pindora’s Box (motor skills development programme) • Seaside Adventure (motor skills programme for EYFS) • Motorskills United (motor skills development programme)
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Strong ‘open door’ policy- parents/carers welcome to drop in any time. • Home-school contact book • Regular parental contact sessions • Planned programme of support from TA or teacher as appropriate • Peer buddies • Circle time and strong pupil voice encouraged • Work with the Local Support Team eg counselling services

- Referral to Child and Adult Mental Health Service (CAMHS)

Strategies to support/develop literacy inc. reading

- Small group support in class through guided reading
- Accelerated Reader- a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure
- Assertive Mentoring scheme to support teaching and learning of spellings
- Withdrawal in small group for planned interventions by TA eg Early Literacy Support (ELS)
- 1:1 planned programmes with a TA eg Fisher Family Trust (FFT)Wave 3 Reading and Writing intervention, Better Reading Partnership (BRP), Write Away Together (WAT), Beat Dyslexia and Precision Teaching
- Peer support eg shared reading/scribing
- Dyslexia Friendly strategies (the school has Full Dyslexia Friendly status)
- Small group differentiated phonics teaching through KS1 and as an intervention in KS2
- Planned programme of hearing readers as often as possible
- Use of specialist ICT programmes eg *Nessy*
- Support materials from SENSS
- Active learning and multi-sensory approaches to teaching

Strategies to support modify behaviour

- Consistent use of positive behaviour strategies and rewards to celebrate success (see the school's behaviour policy)
- Steps to Success behaviours for learning motivational scheme
- Peer support eg buddy systems
- Social skills/behaviour modification groups or 1:1 programmes as appropriate
- Use of strategies such as social stories and visual timetables.
- Strong parent partnership
- Referral to Behaviour Support Team
- Values Education
- Jobs and responsibilities given

Strategies to support/develop numeracy

- Consistent shared approaches to teaching methods
- 123maths website programme to improve basic skills
- IXL website programme to support practice of maths.
- Use of 'Under the Sea' mental maths motivational scheme
- Use of Assertive Mentoring approaches for basic maths
- Use of specialist ICT programmes eg *Gordons*
- Numicon Intervention (a multi-sensory and highly visual method for teaching maths)
- Small group support in class by TA or teacher
- Withdrawal in small group or 1:1 for planned interventions by TA or teacher
- Parental workshops to explain approaches to teaching numeracy

Strategies/support to develop independent learning

- Steps to Success behaviours for learning motivational scheme
- Consistent personalised teaching and learning approaches
- Use of prompts, key words, reminders and checklists
- Supportive learning environment which encourages independent learning
- Access to a laptop and ipad
- Chunking of activities
- Peers as 'curriculum experts'

Planning and assessment

- Learning Support Plans and provision maps
- Individual targets
- Pro-active, timely and regular reviews of targets with child and parents

Liaison/Communication with Professionals/Parents

- Liaison with a wide range of professionals eg Educational Psychologist, SENSS Team, Autism Outreach, Speech and Language support team, Behaviour Support, Dyslexia Outreach, Physical Difficulties Support Service
- Regular progress meetings with parents/carers
- Home/school contact book

Access to Medical Interventions

- Awareness and involvement by the whole teaching team.
- Strategies for the use of personal medication
- 1:1 support as appropriate
- Individual protocols for children with significant medical needs (individual care plans)
- Provision of aids and resources to support learning
- Access to the school nurse / specialist
- Individual care plans

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 Additional Needs Funding.

