

## Hertsmere Jewish Primary School Local Offer

Hertsmere Jewish Primary School is an inclusive school and may offer the following range of provision to support children with SEND:

### Social Skills programmes/support including strategies to enhance self-esteem

- A practical skills programme for an individual child
- Social groups run by trained members of staff
- PSCH lessons in class cover themes promoting self-esteem and social skills
- Nurture groups (including during playtimes)
- Chill Zone for KS2 at lunchtime, providing more structured activities and games
- Buddy systems, when required
- Building Bricks Therapy
- Use of social stories

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

- Pre teaching of strategies, concepts and vocabulary
- All classrooms have interactive whiteboards
- Use of computers/laptops/iPads
- Use of Widget software to produce visual prompts for pupils
- Visual learning environments
- Touch typing programme
- Writing slopes, wobble cushions, coloured overlays, focus screens, specialist scissors and writing grips etc.
- Soundfield system in some classrooms and the hall to help with noise reduction
- Sensory Room equipped with specialist equipment such as a weighted blanket, soothing lights etc.

### Strategies/programmes to support speech and language

- Delivery of planned speech and language programmes
- Regular Visits from Speech and Language therapists, both NHS and Private
- Training sessions for all staff including TAs
- A range of speech and language resources e.g. Talkabout books

### Mentoring activities

- Use of talk partners
- Play leaders
- School council

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

- Delivery of planned Occupational Therapy/Physiotherapy programmes
- Regular contact with therapists, both NHS and Private
- Climbing trail in the playground
- Fine and Gross motor activities as part of the daily curriculum

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

- Soft start entry to the day
- Meet and greet session at the end of each day, where COVID guidelines allow
- Use of message books/ homework diaries/reading records Home/School link books
- Telephone and email contact with parents
- Transition books
- Visual timetables
- Regular Learning Profile meetings with parents/ pupils
- Small indoor break facility
- Boxall Profile used to help identify support strategies
- Use of social stories & comic strip conversations
- Use of 5 point scale & zones of regulation
- Accessibility of books about emotional wellbeing & feelings
- Well-being curriculum with regular lessons

- Well-being practitioner on site

#### Strategies to support/modify behaviour

- We take a therapeutic approach to managing behaviour and these strategies form part of the school's behaviour policy (available on school website)
- Support given from outreach services when required
- Golden time once a week for all children
- Reward tickets to acknowledge good behaviour
- Reflection time at break
- Use of social stories and comic strip conversations to help reflect on behaviour

#### Strategies to support/develop literacy including reading

- Quality first Teaching provided by the Class Teacher
- Daily reading lessons from Year R-6
- Small group support in class through Guided Teaching by Teacher or Teaching Assistant
- Whole class guided reading sessions
- Reading records to support home/school communication
- Training for parents on how to support reading at home
- One to one reading sessions with Teacher/Teaching Assistant/parents helpers
- Letters and Sounds programme for children in Reception to Y2
- Spelling programme for years Y3 –Y6.
- Regular SPAG lessons from Year 1-6
- One to one programmes e.g. individualised programme devised by SpLD Team
- Small group interventions
- Working walls

#### Strategies to support/develop Numeracy

- Quality first Teaching provided by the class teacher
- Daily basic skills lessons from Year R-6
- Small group support in class through Guided Teaching by Teacher or Teaching Assistant
- Teaching Assistant support
- Numeracy Booster groups
- Use of Numicon interventions and whole class teaching
- Small group interventions
- One to one programmes e.g. individualised programme devised by SpLD Team
- Working walls
- Use of manipulatives to support learning

#### Provision to facilitate/support access to the curriculum

- Visual/concrete support in class
- Use of pre-teaching
- Specialist equipment such as seating, radio aid systems, VI magnifiers etc
- Development of a personalised curriculum
- Individual targets set and reviewed termly
- Use of ICT e.g. laptops, iPads, Chromebooks
- Following guidance given by external professionals eg: VI Team/HI Team/OT/SALT/EP etc

#### Strategies/support to develop independent learning

- Use of visual timetables
- Now and Next boards
- Success criteria & checklists
- Self-assessment
- Use of multi-sensory objects e.g. counters, money, cubes
- Individual personal targets
- Differentiated work based tasks and open ended challenges
- Positive praise

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

- TA supervision at break times and in the dining hall
- Huff and Puff and other games
- Chill Zone
- Wide range of playground equipment
- Use of play leaders
- Health Care plans to support individuals
- Small indoor break facility

#### Planning and assessment

- Individual targets reviewed termly- new targets devised in consultation with other professional advice
- Termly assessments and analysis of data by Assessment and Subject Leaders
- Provision and Interventions assessed
- Termly monitoring
- Regular Pupil Progress Meetings

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

- Liaison with a wide range of professionals
- Liaison with and referrals to a range of agencies
- Regular progress meetings with parents or phone calls to parents
- Annual review of EHCP meetings attending by all relevant professionals, parents and staff
- Termly EHCP meetings with staff and parents
- Termly Learning Profile Meetings with staff and parents
- Open door policy with teacher/Inclusion Leaders/Phase Leaders/Deputy Heads and Head teacher
- Planning meetings carried out with Inclusion Leaders and other agencies to assess need
- Access to training from other agencies for whole staff INSET and individual CPD
- Use of FFA (Families First Assessment)

#### Access to Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to and support from the school nurse and other medical professionals
- Individual support plans for pupils with short term medical needs
- NHS 1:1 support for life saving interventions
- Access to a defibrillator
- All staff trained in administration of Epi-pens, asthma and epilepsy care
- Staff trained in First Aid at Work/ Paediatric First Aid/ Emergency Life Support
- EYFS staff trained in Early Years First Aid/ Staying Alive and choking

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 High Needs Funding.

#### **School Local Offer for SEND**

Every school in Hertfordshire will offer a range of interventions for children and young people and these will differ from school to school dependent on the school's organisation.

This information is published on the school website so that parents can see what support a school provides for its pupils.

For more information on the Hertfordshire Local Offer see <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>