

Hertsmere Jewish Primary School –

Local Offer for SEND

Hertsmere Jewish Primary School is an inclusive school and offers a wide range of provision to support children with Special Educational Needs and Disabilities (SEND).



Social Skills & Self-Esteem Support

- Practical skills programmes tailored to individual children
 - Social groups led by trained staff
 - PSCH curriculum addressing self-esteem and social development
 - Nurture groups, including during break and lunchtimes
 - Chill Zone for KS2 pupils, providing more structured activities and games
 - Structured indoor lunch provision
 - Buddy systems as required
 - Building Bricks Therapy
 - Use of social stories
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Supportive Learning Environment & IT Resources

- Pre-teaching of vocabulary, concepts and strategies
 - Interactive whiteboards in every classroom
 - Access to laptops, iPads, and Widgit software for visual prompts
 - Visual learning displays
 - Touch typing programmes
 - Range of specialist equipment (writing slopes, coloured overlays, wobble cushions, etc.)
 - Soundfield systems in classrooms and hall
 - Sensory Room with specialist equipment
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Speech & Language Support

- Planned speech and language programmes delivered in school
 - Visits from NHS and private speech therapists
 - Training for staff
 - Speech and language resources, including Talkabout books
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Mentoring & Leadership Opportunities

- Talk partners in class
- Student Leadership (Head & Deputy Head Boy/Girl)
- Y1-Y5 peer reading

- School Council
 - Prefects
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Occupational Therapy & Physiotherapy Support

- Delivery of OT and physiotherapy programmes
 - Regular contact with NHS and private therapists
 - Climbing trail and Sensory Circuits
 - Daily fine and gross motor activities
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Emotional Wellbeing & Anxiety Support

- Soft start to the school day
 - Meet and greet sessions
 - Home/school communication tools (message books, diaries, etc.)
 - Transition books
 - Visual timetables
 - Parent meetings and termly Learning Profile discussions
 - Small group indoor break facilities
 - Use of Boxall Profile
 - Social stories and comic strip conversations
 - Zones of Regulation and 5-point scale strategies
 - Access to wellbeing books and curriculum
 - Dedicated wellbeing leader and practitioner
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Behaviour Support

- Therapeutic behaviour management (in line with Behaviour Policy)
 - Outreach support where needed
 - Golden Time and reward ticket systems
 - Reflection time
 - Behaviour-focused social stories and comic strips
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Literacy Support

- High-quality teaching (Quality First Teaching)
- Reading Plus programme
- Daily reading lessons (Reception to Year 6)
- Guided reading and one-to-one reading sessions
- 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
- Letters and Sounds programme (Reception to Y2)
- Spelling and SPAG lessons (Y3-Y6)

- Individual and small group interventions (e.g., Reading Revival, Toe by Toe)
 - Working walls in classrooms
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Numeracy Support

- Daily maths and basic skills lessons (Reception to Y6)
 - In-class group support
 - TA support and booster groups
 - Use of Numicon and other manipulatives
 - Individual and small group intervention programmes
 - Working walls
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Curriculum Access Support

- Visual and concrete resources
 - Pre-teaching strategies
 - Specialist equipment (seating, VI aids, radio aids, etc.)
 - Personalised curriculum paths
 - Individualised target setting and reviews
 - Use of ICT and guidance from external professionals (e.g., SALT, EP)
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Independent Learning Development

- Visual timetables and Now & Next boards
 - Success criteria, checklists, and self-assessment tools
 - Multi-sensory objects to support learning
 - Differentiated learning tasks and positive praise
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Support During Unstructured Times & Personal Care

- TA supervision at break and lunchtimes
 - Chill Zone and playground resources
 - Health Care Plans and personal care support
 - Indoor break options
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Planning & Assessment

- Regular review and setting of individual targets
- Termly data assessments and intervention tracking
- Pupil Progress Meetings
- Ongoing monitoring and provision evaluation

Communication & Liaison with Professionals/Parents

- Engagement with a wide range of external agencies
- Termly Learning Profile meetings and annual EHCP reviews
- Open door policy for communication
- Professional development and staff training through external agencies
- Use of Families First Assessment (FFA)

Medical Support

- Individual medication and medical needs protocols
- Access to medical professionals, including school nurse
- Access to defibrillator and trained first-aid staff

For children with complex SEND, the level and frequency of support may lead the school to apply for High Needs Funding.

For more information:

See the Hertfordshire Local Offer: www.hertfordshire.gov.uk/localoffer