



Snapethorpe Primary School SEN Information Report

In September 2014 The Government introduced changes to help support children and young people with Special Educational Needs and Disabilities, aged from 0 to 25. The Local Authority has a duty to produce a Local Offer to help you find information about the services, activities and support available in Wakefield for young people with Special Educational Needs and Disabilities and their families. The Local Offer includes health, social care, education and leisure, including information from charities and support groups. This report contributes to Wakefield's Local Offer and sets out what Snapethorpe Primary School can offer to pupils with Special Educational Needs and Disabilities and to their families. It consists of a table of detailed information (Appendix 2), a table of provision offered by school (Appendix 1, Provision Map) along with a set of Frequently Asked Questions.

Please follow the link provided to access Wakefield's Local Offer <http://wakefield.mylocaloffer.org/Home>.

Snapethorpe Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in school.

Snapethorpe Primary School's Special Educational Needs and Disabilities Policy can be viewed on this website. Other important information is included in the

- ❖ Accessibility Plan
- ❖ Medicines in School Policy
- ❖ Managing pupils with medical needs policy.

In June 2017, Ofsted stated that

'The school is quick to identify pupils who may be at risk of falling behind. Teachers make effective provision for these pupils through activities that are well matched to their individual needs and abilities. This includes pupils who have special educational needs and/or disabilities. Where needed, individual support plans are in place, with challenging targets. As a result, the progress made by these pupils is as strong as that of their peers.'



Pupils may need extra support if they have one or more of the following needs:

- ❖ Learning difficulties
- ❖ Communication difficulties
- ❖ ASD
- ❖ Specific learning difficulties
- ❖ Physical difficulties and medical needs
- ❖ Sensory difficulties, such as a visual or hearing impairment
- ❖ Social, emotional and mental health difficulties, including ADHD

Key Staff:

Headteacher – Mrs Nikki Summers

SENCO – Mrs Helen Paterson

SEN Governor – Mrs Sarah Ingham

Should a parent of a pupil with SEND wish to complain, they should contact either the SENCO or the Headteacher in the first instance.

Snapethorpe Primary School adheres to the Wakefield LA Admissions Policy.



FAQs

1. How does Snapethorpe Primary School know if children need extra help?
2. What should I do if I think my child may have special educational needs?
3. How will Snapethorpe Primary School staff support my child?
4. How will the curriculum be matched to my child's needs?
5. How will I know how my child is doing and how will Snapethorpe help me to support my child's learning?
6. How will you help me to support my child's learning?
7. How are the Snapethorpe Primary School's resources allocated and matched to children's special educational needs?
8. How will Snapethorpe Primary School support my child in making transitions to a new school?
9. How is the decision made about what type and how much support my child will receive?
10. What training have the staff supporting children with SEND had?
11. Can school staff get extra help from experts outside school if they need to? (eg advice and training on medical conditions).
12. How will my child be included in activities outside the classroom, including school trips?
13. How accessible is Snapethorpe Primary School?
14. Who can I contact about my child's education at Snapethorpe Primary?



1. How does Snapethorpe Primary School know if children need extra help?

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, external professionals (such as Occupational Therapist) or the pupil's previous school
- ❖ there is lack of progress
- ❖ attainment is low in assessments
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help.

2. What should I do if I think my child may have special educational needs?

Ask for an appointment to see your child's class teacher or Mrs Paterson (SENCO).

3. How will Snapethorpe Primary School staff support my child?

- ❖ Each pupil's One Page Profile will be drawn up by the class teacher along with the SENCO. It will be written to suit the pupil's individual needs, setting individual targets. A copy of the One Page Profile will be given to parents. This may include additional support by the teacher or teaching assistant in class or use of particular resources.
- ❖ If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- ❖ These interventions will be recorded on a provision map for each year group. This is a list of interventions available throughout school and can be viewed (see Appendix 1). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- ❖ Pupil Progress Meetings are held three times a year. This is a meeting where the class teacher meets the Head, Deputy Head Teacher and/ or Assistant Head Teachers to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ❖ Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Educational Psychologist, Communication, Interaction and Access Team etc. Referral forms are then completed by the SENCO in conjunction with parents/carers and forwarded to the most appropriate agency.
- ❖ After a series of assessments, a programme of support is usually provided to the school and parents/carers.



4. How will the curriculum be matched to my child's needs?

- ❖ Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- ❖ A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ❖ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.
- ❖ Pupils with a One Page Profile, My Support Plan or Education, Health and Care Plan will be given the opportunity to express views which contribute to these documents.

5. How will I know how my child is doing and how will Snapethorpe help me to support my child's learning?

- ❖ You will be able to discuss your child's progress at Parents Evenings, which are held twice each year.
- ❖ Mrs Paterson (SENCO) holds SEN Parent Drop-ins at least once every term and usually every half term.
- ❖ Class teachers are regularly at the class room door (FS and KS1) or on the playground (KS2) at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SENCO, Mrs Cross or Mrs Summers by visiting the school office.
- ❖ One page profiles will be sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the One Page Profile.
- ❖ School reports are sent home every year in the summer term.

6. How will you help me to support my child's learning?

- ❖ Teachers suggest ways of supporting all children's learning through the termly curriculum newsletters. The class teacher may suggest additional ways of supporting your child's learning through a note in the reading contact book, at parents' evenings or by arranging a meeting with you.
- ❖ The One Page Profile includes a section on how you can support your child's learning.
- ❖ Mrs Cross (Deputy Head) or Mrs Paterson (SENCO) may meet with you to discuss how to support your child.
- ❖ Mrs Cross or Mrs Paterson may suggest that parents work with Miss Robinson (Parent Support Advisor) to help with a child's behaviour/emotional needs.



- ❖ Outside agencies may suggest advice or programmes of study that can be used at home.
- ❖ Parents of pupils with a My Support Plan (MSP) or Education, Health and Care Plan (EHCP) will be invited into school on a regular basis to review these plans.

7. How are the Snapethorpe Primary School's resources allocated and matched to children's special educational needs?

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Learning Support Service).
- ❖ Funding may be used to buy in specialist support (e.g. Speech Therapy)
- ❖ Some children may have an Education, Health and Care Plan in which Wakefield Authority commits additional funding to that child. In such a case, this additional funding is used to support the individual who attracts that funding.

8. How will Snapethorpe Primary School support my child in making transitions to/ from a new school?

Transition to Year 7

- ❖ All local secondary schools offer transition days for all pupils entering Year 7.
- ❖ Year 6 class teachers, the Upper Key Stage 2 leader and the SENCO will meet to agree a list of pupils who will need extra transition. They will arrange this with the secondary school, inform parents/ carers of additional visits and assist with transport, should this be needed.
- ❖ One of the Learning Mentors will work with any pupils who seem anxious about moving up to secondary school.
- ❖ Opportunities to work with our local secondary school (Cathedral) are encouraged so that pupils will be familiar with them eg music workshops, sporting events

Moving from Snapethorpe Primary School to a different primary school

- ❖ Any information about your child's special educational needs will be passed to the new school.
- ❖ The SENCO or class teacher will speak to the new school about your child's needs if it is necessary.



Moving to Snapethorpe Primary School from a different nursery/ primary school

- ❖ Information will be passed from the previous school
- ❖ The SENCO or class teacher will speak to the previous school/ nursery about a child's needs when necessary

9. How is the decision made about what type and how much support my child will receive?

- ❖ Mrs Paterson (SENCO), in consultation with Mrs Cross (Deputy Head) and Mrs Summers (Head) will agree the level of additional adult support needed.
- ❖ This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.
- ❖ Mrs Paterson will draw up a list of interventions (small group work) for each class.

10. What training have the staff supporting children with SEND had?

- ❖ All staff at Snapethorpe Primary School have had some training related to SEND. These have included sessions on:
 - How to support pupils with difficulties with phonics.
 - How to support pupils on the autistic spectrum.
 - How to support pupils with behavioural difficulties.
- ❖ Mrs Paterson holds the 'National Certification for SENCOs' qualification. She has attended many courses about a range of Special Educational Needs, including autism, dyslexia, speech and language needs and cognitive learning needs. Both Mrs Paterson and Mrs Cross (Deputy Head) have completed the Futures in Mind CAMH Award.
- ❖ Some Learning Mentors and teaching assistants have received training enabling them to deliver more specialised support, including Drawing and Talking; Risk and Resilience; Talking Partners; Fit to Learn; Musical Interaction; supporting children with autism.
- ❖ Our Learning Mentors are trained as Emotional Literacy Support Assistants.

11. Can school staff get extra help from experts outside school if they need to? (eg advice and training on medical conditions).

Snapethorpe Primary School has access to advice and training from a wide range of experts from outside school. These include

- ❖ Educational Psychologists
- ❖ Learning Support teachers
- ❖ Communication, Interaction and Access support teachers
- ❖ Pre- 5 Service
- ❖ Speech and Language Therapists



- ❖ Occupational Therapists
- ❖ Physiotherapists
- ❖ Behaviour Support Service
- ❖ CAMHS (Child and Adolescent Mental Health Service)
- ❖ CFit (Child and Family Inclusion Team)
- ❖ School nurses
- ❖ Social Services
- ❖ Educational Welfare Officers
- ❖ STAR Bereavement

We also help parents by signposting services such as

- ❖ Wesail
- ❖ Safe at Home

Whenever it is reasonable to do so, Snapethorpe Primary School will arrange for training to meet the identified needs of individual pupils. Examples of when this has been necessary recently include PEG feeding training, training to help a diabetic pupil to manage medication and training on physiotherapy programmes.

12. How will my child be included in activities outside the classroom, including school trips?
School trips are planned for all children, regardless of need.

- ❖ A risk assessment will be carried out and procedures put in place to enable all children to participate.
- ❖ If the risk assessment suggests that a high level of 1-1 support is needed, a parent or carer may be asked to accompany a child to ensure their safety.

13. How accessible is Snapethorpe Primary School?

We are always willing to meet with parents/ carers to discuss an individual child's requirements.

- ❖ There are ramps allowing access into the school building, which is on a single level.
- ❖ Some toilets in school have disabled facilities.
- ❖ School is fitted with a hearing loop.
- ❖ For more detailed information see the 'Accessibility Plan'.



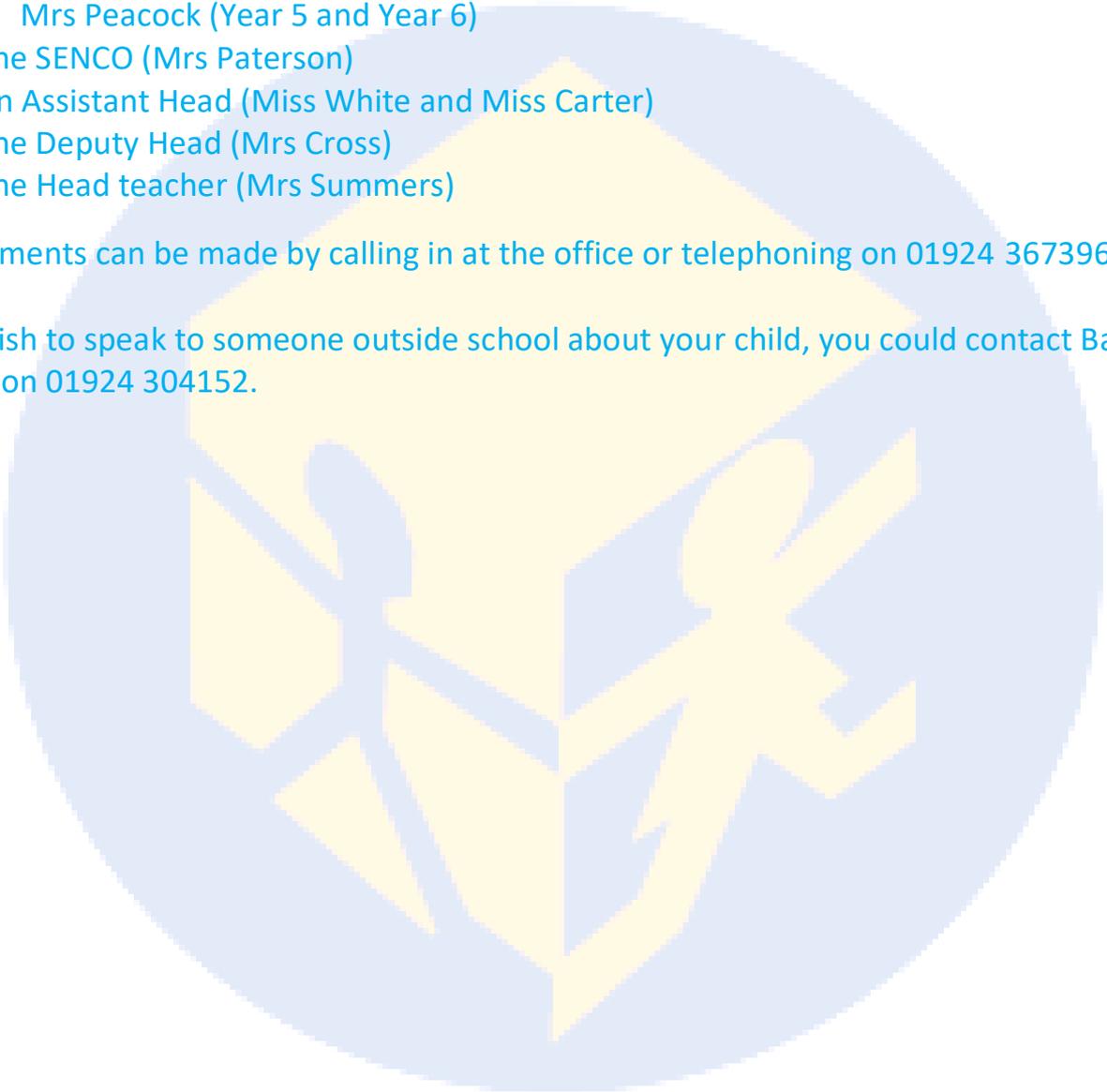
14. Who can I contact about my child's education at Snapethorpe Primary?

If you need more information about your child's education or you are unhappy about any aspect of school, please speak to one of

- ❖ Your child's class teacher
- ❖ The senior leader responsible for your child's year group
 - Miss Daley (Nursery and Reception)
 - Miss Brook (Year 1 and Year 2)
 - Miss Mills (Year 3 and Year 4)
 - Mrs Peacock (Year 5 and Year 6)
- ❖ The SENCO (Mrs Paterson)
- ❖ An Assistant Head (Miss White and Miss Carter)
- ❖ The Deputy Head (Mrs Cross)
- ❖ The Head teacher (Mrs Summers)

Appointments can be made by calling in at the office or telephoning on 01924 367396.

If you wish to speak to someone outside school about your child, you could contact Barnardo's WESAIL on 01924 304152.





Appendix 1 Inclusive Provision Mapping September 2018

Foundation Stage			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Illustrated dictionaries; Alphabet strips; Number lines; Letters and numbers in all provision areas; Full time TA support; Visual timetable. Modelling play skills 'Wow' slips for celebrating achievement at home 	<ul style="list-style-type: none"> Additional name writing; 'It's in a Little Bag'; 	<ul style="list-style-type: none"> Individual work based on One Page Profile targets
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; Language rich environment; EVBP in provision area Full time TA class support; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Working alongside in provision areas modelling simple language; Early Vocabulary Building Programme in areas Musical Interaction Time to Talk (1 x 30 mins per week) Language group (1 x 20 mins per week) Lego therapy 	<ul style="list-style-type: none"> Individual ONE PAGE PROFILE work; Object based visual timetable Symbol based visual timetable; Individual musical interaction; Speech therapy programmes; Individual Lego therapy.
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Daily circles Restorative practice Wow slips for celebrating achievement at home 	<ul style="list-style-type: none"> Time to Talk (1 x 30 mins per week) 	<ul style="list-style-type: none"> Learning Mentor; Parent Support Advisor; Nurture
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements; Staff aware of implications of physical/ sensory impairment; PE once per week (Reception) High quality outdoor classroom 	<ul style="list-style-type: none"> 'It's in a Little Bag' (10 mins daily) Fit to Learn (3 x 30 mins per week) Pencil grips 	<ul style="list-style-type: none"> Individual One Page Profile work Sensory room Sensory basket – touch and feel Sensory basket - sound Dark den – light Provision of chewelry, wobble cushions, ear defenders



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Year 1			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Kagan structures; Visual aids/ modelling; Interactive displays; Literacy and Maths working wall; Illustrated dictionaries; Alphabet strips; Number lines; Examples of excellent work on display; Creative curriculum Full time TA class support; Visual timetable; Informative marking Homework (Learning Log) 	<ul style="list-style-type: none"> Rainbow phonics (2 x 20 mins) Lexia (2 x 20 mins) RM Easimaths (2 x 15 mins) Numicon (2 x20 mins) Additional name writing Phase 2 phonics group 	<ul style="list-style-type: none"> Individual One Page Profile work Daily readers
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; Full time TA class support; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Talking Partners (3 x 20 minutes); Musical Interaction Time to Talk (1 x 30 mins) Language group (1 x 20 mins) Lego Therapy (1 x 50 mins) 	<ul style="list-style-type: none"> Individual One Page Profile work; Individual visual timetable; Individual now/ next board; Speech therapy programmes Individual Lego therapy
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Restorative practice Daily circles Celebration Assembly; Whole school lunchtime behaviour policy/ rewards/ sanctions; Play equipment at lunchtime 	<ul style="list-style-type: none"> Time to Talk (1 x 30 mins) Breakfast club Lego Therapy (1 x 50 mins) Friendship groups 	<ul style="list-style-type: none"> TA support at playtime TA/ Learning Mentor support at lunchtime Learning Mentor; Behaviour support worker; Parent Support Advisor; Nurture Home school book Behaviour plan Individual reward systems Individual Lego therapy Nurture Lunch
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements; Staff aware of implications of physical/ sensory impairment; 	<ul style="list-style-type: none"> 'It's in a Little Bag' (10 mins daily) 'It's on the cards' (10 mins daily) Pencil grips 	<ul style="list-style-type: none"> Individual One Page Profile work Provision of fiddle toys, chewelry, wobble cushions and ear



	<ul style="list-style-type: none">• PE twice per week• Trim trail in playground	<ul style="list-style-type: none">• Fit to Learn• Pre-handwriting intervention• Handwriting intervention•	<p>defenders</p> <ul style="list-style-type: none">• Sensory room• SOS pack
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Year 2			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Kagan structures; Visual aids/ modelling; Interactive displays; Literacy and Maths working wall; VCOP display Illustrated dictionaries; Alphabet strips; Word banks Number lines; 100 squares; Examples of excellent work on display; Creative curriculum Full time TA class support; Visual timetable; Informative marking Homework (Learning Log) 	<ul style="list-style-type: none"> Rainbow phonics (2 x 20 mins) Rainbow words (2 x 20 mins) Lexia (2 x 20 mins) RM Easimaths (2 x 20 mins) Numicon (2 x20 mins) Phase 2 phonics group 	<ul style="list-style-type: none"> Individual One Page Profile work Daily readers
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; Full time TA class support; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Talking Partners (3 x 30 minutes); Musical Interaction Time to Talk (1 x 30 mins) Talkabout (1 x 40 mins) Lego Therapy (1 x 50 mins) 	<ul style="list-style-type: none"> Individual One Page Profile work; Individual visual timetable; Individual now/ next board; Speech therapy programmes; Individual Lego therapy Sensory areas Incredible 5 Point Scale
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Restorative practice; Daily circles Celebration Assembly; Whole school lunchtime behaviour policy/ rewards/ sanctions; Play equipment at lunchtime 	<ul style="list-style-type: none"> Time to Talk (1 x 50 mins) Breakfast club Lego Therapy (1 x 50 mins) Friendship groups 	<ul style="list-style-type: none"> TA support at playtime TA/ Learning Mentor support at lunchtime Learning Mentor; Behaviour support worker; Parent Support Advisor; Nurture Home school book Behaviour plan Individual reward systems Incredible 5 Point Scale Nurture Lunch
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements; 	<ul style="list-style-type: none"> 'It's in a Little Bag' (10 mins daily) 	<ul style="list-style-type: none"> Individual One Page Profile work



	<ul style="list-style-type: none"> • Staff aware of implications of physical/sensory impairment; • PE twice per week • Trim trail in playground 	<ul style="list-style-type: none"> • 'It's on the cards' (10 mins daily) • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention 	<ul style="list-style-type: none"> • Sensory room • SOS pack • Provision of fiddle toys, chewelry, wobble cushions and ear defenders. • Sensory areas
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Year 3			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Kagan structures; Visual aids/ modelling; Interactive displays; Literacy and Maths working wall; VCOP display Illustrated dictionaries; Word banks Number lines; 100 squares; Examples of excellent work on display; Creative curriculum Full time TA class support; Visual timetable; Informative marking Homework (Learning Log) 	<ul style="list-style-type: none"> Rainbow phonics (2 x 20 mins) Lexia (2 x 20 mins) RM Easimaths (2 x 20 mins) Numicon (2 x20 mins) Phase 2 phonics group Rainbow words (1x 20 mins) 	<ul style="list-style-type: none"> Individual One Page Profile work Rainbow words/ precision teaching (10 mins daily) Daily readers/ Supported reading
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; Full time TA class support; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Talking Partners (3 x 20 minutes); Musical Interaction Time to Talk (1 x 30 mins) Talkabout (1 x 45 mins) Lego Therapy (1 x 50 mins) 	<ul style="list-style-type: none"> Individual One Page Profile work; Individual visual timetable; Individual now/ next board; Speech therapy programmes Individual Lego therapy Incredible 5 Point Scale
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Restorative practice Daily circles Celebration Assembly; Whole school lunchtime behaviour policy/ rewards/ sanctions; Play equipment at lunchtime 	<ul style="list-style-type: none"> Time to Talk (1 x 30 mins) Talkabout (1 x 45 mins) Breakfast reading club Lego Therapy (1 x 50 mins) Friendship groups 	<ul style="list-style-type: none"> TA support at playtime TA/ Learning Mentor support at lunchtime Learning Mentor; Behaviour support worker; Parent Support Advisor; Nurture Home school book Behaviour plan Individual reward systems Incredible 5 Point Scale Risk and Resilience Drawing and Talking BEAM Nurture Lunch
Sensory and	<ul style="list-style-type: none"> Flexible teaching 	<ul style="list-style-type: none"> 'It's in a Little Bag' (10 	<ul style="list-style-type: none"> Individual One Page



Physical	<p>arrangements;</p> <ul style="list-style-type: none"> • Staff aware of implications of physical/sensory impairment; • PE twice per week • Trim trail in playground 	<p>mins daily)</p> <ul style="list-style-type: none"> • 'It's on the cards' (10 mins daily) • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention 	<p>Profile work</p> <ul style="list-style-type: none"> • Provision of fiddle toys, chewelry, wobble cushions and ear defenders • SOS booklet • Sensory room
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Year 4			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Kagan structures; Visual aids/ modelling; Interactive displays; Literacy and Maths working wall; VCOP display Dictionaries; Word banks Number lines; 100 squares; Examples of excellent work on display; Creative curriculum Full time TA class support; Visual timetable; Informative marking Homework (Learning Log) 	<ul style="list-style-type: none"> Rainbow phonics (2 x 20 mins) Lexia (2 x 20 mins) RM Easimaths (2 x 20 mins) Numicon (2 x20 mins) Spelling intervention (1 x 20 mins) Rainbow words (1 x 20 minutes) 	<ul style="list-style-type: none"> Individual One Page Profile work Daily readers/ Supported reading Rainbow words/ precision teaching (10 mins daily)
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; Full time TA class support; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Talking Partners (3 x 20 minutes); Musical Interaction Talkabout (1 x 45 mins) Lego Therapy (1 x 50 mins) 	<ul style="list-style-type: none"> Individual ONE PAGE PROFILE work; Individual visual timetable; Individual now/ next board; Speech therapy programmes; Individual Lego therapy Incredible 5 Point Scale
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Daily circles Celebration Assembly; Whole school lunchtime behaviour policy/ rewards/ sanctions; Play equipment at lunchtime 	<ul style="list-style-type: none"> Talkabout (1 x 45 mins) Breakfast club Lego Therapy (1 x 50 mins) Friendship Groups 	<ul style="list-style-type: none"> TA support at playtime TA/ Learning Mentor support at lunchtime Learning Mentor; Behaviour support worker; Parent Support Advisor; Nurture Home school book Behaviour plan Individual reward systems Individual Lego Therapy Incredible 5 Point Scale Risk and Resilience Drawing and Talking BEAM Nurture Lunch
Sensory and	<ul style="list-style-type: none"> Flexible teaching 	<ul style="list-style-type: none"> 'It's in a Little Bag' (10 	<ul style="list-style-type: none"> Individual One Page



Physical	<p>arrangements;</p> <ul style="list-style-type: none"> • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground 	<p>mins daily)</p> <ul style="list-style-type: none"> • 'It's on the cards' (10 mins daily) • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention 	<p>Profile work</p> <ul style="list-style-type: none"> • Provision of fiddle toys, chewelry, wobble cushions and ear defenders; • SOS booklet • Sensory Room
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Year 5			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Kagan structures; Visual aids/ modelling; Interactive displays; Literacy and Maths working wall; VCOP display Dictionaries; Word banks Number lines; 100 squares; Examples of excellent work on display; Creative curriculum TA class support at least every morning; Visual timetable; Informative marking Homework (Learning Log) 	<ul style="list-style-type: none"> Rainbow phonics (2 x 20 mins) Lexia (2 x 20 mins) RM Easimaths (2 x 20 mins) Numicon (2 x20 mins) Spelling (5 x 10 mins) Rainbow words (1 x 20 mins) 	<ul style="list-style-type: none"> Individual One Page Profile work Rainbow words/ precision teaching (10 mins daily) Supported reading Daily readers
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; TA class support at least every morning; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Talking Partners (3 x 20 minutes); Talkabout (1 x 45 mins) Lego Therapy (1 x 50 mins) 	<ul style="list-style-type: none"> Individual One Page Profile work; Individual visual timetable; Individual now/ next board; Speech therapy programmes; Living Language Programme Individual Lego therapy Incredible 5 Point Scale
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Restorative practice; Daily circles Celebration Assembly; Whole school lunchtime behaviour policy/ rewards/ sanctions; Play equipment at lunchtime 	<ul style="list-style-type: none"> Talkabout (1 x 45 mins) Lego Therapy (1 x 50 mins) Friendship groups 	<ul style="list-style-type: none"> TA support at playtime TA/ Learning Mentor support at lunchtime Learning Mentor; Behaviour support worker; Parent Support Advisor; Nurture Home school book Behaviour plan Individual reward systems Risk and Resilience Incredible 5 Point Scale Drawing and Talking BEAM Nurture lunch



<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground 	<ul style="list-style-type: none"> • 'It's in a Little Bag' (10 mins daily) • 'It's on the cards' (10 mins daily) • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention 	<ul style="list-style-type: none"> • Individual One Page Profile work • Provision of fiddle toys, chewelry, wobble cushions and ear defenders; • SOS booklet • Sensory room
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Year 6			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Kagan structures; Visual aids/ modelling; Interactive displays; Literacy and Maths working wall; VCOP display Dictionaries; Word banks; Number lines; 100 squares; Examples of excellent work on display; Creative curriculum Full time TA class support; Visual timetable; Informative marking Homework (Learning Log) 	<ul style="list-style-type: none"> Rainbow phonics (2 x 20 mins) Lexia (2 x 20 mins) RM Maths (2 x 20 mins) Numicon (2 x20 mins) Spelling (1 x 20 mins) Booster groups 	<ul style="list-style-type: none"> Individual One Page Profile work Rainbow words/ precision teaching (10 mins daily) Supported reading Daily readers 1-1 tuition
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; Full time TA class support; Visual timetable; Role play area; 	<ul style="list-style-type: none"> Talking Partners (3 x 20 minutes); Talkabout (1 x 45 min) Lego Therapy(1 x 50 min) 	<ul style="list-style-type: none"> Individual One Page Profile work; Individual visual timetable; Individual now/ next board; Speech therapy programmes; Individual Lego Therapy Incredible 5 Point Scale
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ sanction systems; Restorative practice; Daily circles Celebration Assembly; Whole school lunchtime behaviour policy/ rewards/ sanctions; Play equipment at lunchtime 	<ul style="list-style-type: none"> Talkabout (1 x 45 min) Breakfast club Lego Therapy (1 x 50 min) Friendship groups 	<ul style="list-style-type: none"> TA support at playtime TA/ Learning Mentor support at lunchtime Learning Mentor; Behaviour support worker; Parent Support Advisor; Nurture Home school book Behaviour plan Individual reward systems Individual Lego Therapy Risk and Resilience Drawing and Talking Incredible 5 Point Scale BEAM Nurture Lunch
Sensory and	<ul style="list-style-type: none"> Flexible teaching 	<ul style="list-style-type: none"> 'It's in a Little Bag' (10 min) 	<ul style="list-style-type: none"> Individual One Page



Physical	arrangements; <ul style="list-style-type: none"> • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground 	daily) <ul style="list-style-type: none"> • 'It's on the cards' (10 min daily) • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention 	Profile work <ul style="list-style-type: none"> • Provision of fiddle toys, chewelry, wobble cushions and ear defenders. • SOS booklet • Sensory room
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Appendix 2 The Local Offer at Snapethorpe Primary School

	Whole School Response. Universal Quality First Teaching	Targeted support for individuals or small groups Short / medium term	Specialised individual support. Medium / longer term
Learning Curriculum	<p>Snapethorpe Primary School follows the National Curriculum. The teaching and the curriculum at school were graded as 'Outstanding' by Ofsted (July 2017).</p> <p>Work is differentiated to meet the needs of the individual. Marking is informative, clearly indicating whether the learning objective has been met and giving a comment on how to move the learning forward.</p> <p>Subjects such as geography, history, art and design and technology are combined and taught as 'The Creative Curriculum'. This is taught through a series of themes designed to engage the children at our school.</p>	<p>Pupils may be identified as needing additional support in some or all lessons in school. These will usually take the form of intervention groups, both in and out of the classroom.</p> <p>Pupils may access the interventions as long as they need to.</p> <p>Interventions are currently taught for phonics, reading, writing, handwriting, maths, speaking and listening, physical and social skills</p>	<p>Some pupils need more individualised learning. They will usually have been referred to at least one outside agency, such as Learning Support Service or the Educational Psychologist. School works with professionals from these agencies to draw up a programme of work and a One Page Profile for the pupil, which will include curriculum targets.</p> <p>Pupils may be withdrawn from class to work with a teacher or teaching assistant on tasks aimed at meeting the targets on the One Page Profile. Alternatively, this work may take place in the classroom. One Page Profiles will be shared with the pupil and their parent/ carer.</p>
Support	<p>All classes have support from at least one teaching assistant in addition to the class teacher. These teaching assistants will work with all children in the class, helping them to achieve their potential.</p> <p>Snapethorpe Primary School is a 'Kagan School' and Kagan collaborative learning structures enable peer support in all Key Stage 1 and Key Stage 2 Classrooms.</p> <p>All classrooms have visual prompts in the form of working walls and aids such as alphabet strips, word banks and dictionaries.</p>	<p>Small groups of pupils may be supported by a teacher, teaching assistant, behaviour support worker or learning mentor.</p> <p>Parents of pupils receiving additional support will be informed of this support. Some children may be offered the opportunity to join a breakfast club to develop reading skills or lunchtime clubs.</p>	<p>Some children will need more 1-1 support. This will usually be accessed by a 'My Support Plan' or 'Education, Health and Care plan', drawn up in liaison with the SENCO.</p> <p>Support for individual pupils may take the form of an adult working 1-1 with the child; working with the child in a small group or working close to the child, to encourage independence and friendship with the child's peers. It could also take the form of the purchase of equipment needed for an individual. Where a child does not have an Education, Health and Care Plan, school may still decide to provide 1-1 support if needed.</p> <p>Pupils may have an individual visual timetable or other visual prompts to help them to structure the day.</p>



<p>Teaching Approaches</p>	<p>Snapethorpe Primary School uses Kagan collaborative learning approaches, which ensure that all children are actively engaged in the lesson. Teaching will include a wide variety of approaches and will involve visual (what the child can see), auditory (what the child can hear) and kinaesthetic (learning by doing) learning.</p>	<p>Small group interventions are usually very practical, involving multi-sensory learning. Pupils may be taught using laptops or iPads. Interventions may not have an obvious link to the area of need. For example, Musical Interaction may be used for a child who lacks attention or who finds it difficult to take turns.</p>	<p>Highly individualised teaching will be tailored to the needs and interests of the pupil. Teaching approaches may involve a great deal of repetition and overlearning. Some specific techniques include the use of word webs, to learn and remember vocabulary, or precision teaching.</p>
<p>Physical</p>	<p>All pupils in Years 1 to 6 have 2 PE lessons each week, usually one indoor and one outdoor. Pupils in Reception have one PE lesson per week but, like Nursery children, have access to the EYFS outdoor area every session. Additional movement time is built into every lesson and our pupils are encouraged to join in with 'The Daily Mile'. Outdoor playgrounds have play equipment and trim trails to encourage physical development. After school clubs help children to keep fit and to develop sporting skills.</p>	<p>Pupils with physical needs may use pencil grips. Many pupils take part in additional small group handwriting sessions. Pupils may be involved in interventions such as 'Fit to Learn' or 'It's in a Little Bag'.</p>	<p>School staff take advice from professionals such as Occupational Therapists and Physiotherapists and follow programmes of work with individual pupils as required. Pupils with physical needs may use pencil grips, a writing slope or a wobble cushion. Others may use special cutlery, chewelry or coloured overlays/reading strips. Some pupils have a 'Sensory Diet' which sets out adjustments that are made to help with sensory needs.</p>
<p>Well Being (Emotional)</p>	<p>All staff at Snapethorpe Primary School are trained in Restorative Practice. This approach helps children to develop the skills of peaceful problem solving and to take responsibility for their own behaviour. There are daily circles to discuss issues of concern. Social and emotional skills are taught directly in lessons and links to these skills are made in everyday life. Specific lessons teach about various forms of bullying and about staying safe online. Staff at school aim to encourage resilience in all pupils. Achievements are celebrated in assemblies and there are whole school reward systems in class and at lunch time.</p>	<p>Snapethorpe Primary has two Learning Mentors, who may lead friendship groups. Other social skills interventions, such as 'Time to Talk' or 'Talkabout' are run by Teaching Assistants.</p>	<p>Learning Mentors work with individual children on interventions informed by a 'Risk and Resilience' assessment. They may support pupils on a 1-1 or very small group basis in and out of the classroom; during lesson times and at unstructured times of the day such as break and lunch time. A small group of pupils accesses the Nurture Group intervention and/ or Nurture Lunch. Some pupils work directly with a Behaviour Support Worker. Pupils may have individual reward systems to help them to manage their emotions and behaviour.</p>

