

Holtsmere End Infant & Nursery School
Special Educational Needs and Disability (SEND)

Special Educational Needs Information Report

This document shows the wide range of support available at our school. We look at the individual child and make a professional decision based on an analysis of their particular needs. Holtsmere End Infant and Nursery School is an inclusive school and is able to offer the following range of provision to support children with SEND.

INTERVENTION
Quality First Teaching
Access to a supportive environment - I.T. facilities/equipment/resources/strategies: <ul style="list-style-type: none">• Pre-teaching of vocabulary and subject content• Small group work to support new strategies• Prompt and reminder cards for strategies and organisational purposes• Access to own laptop for individual children• Use of visual timetables, Now/Next boards, timers, personalised word banks, scaffolded writing tasks.• Specialist equipment to access curriculum (eg. slanted desk tops/handwriting grips)• Use of IT programmes to support learning
Provision to facilitate/support access to the curriculum: <ul style="list-style-type: none">• Differentiated curriculum• Small group support from teaching assistant• 1:1 support in classroom from teaching assistants for individual children as appropriate to facilitate access to the curriculum through support/modified resources• Use of symbols/pictures to record ideas• Use of mind maps for planning/recording ideas• Scribe for individual children• Talking partners• Use of ICT• Specialist equipment such as furniture adaptations (support cushions, slanted desk top, etc.)• Personalised visual timetable• Use of pupil's preferred intelligences/style of learning• Pre-teaching of vocabulary• Personalised curriculum• Implementation of advice from outreach professionals for individual children

Strategies/support to develop independent learning:

- Use of visual timetables and checklists
- Now and next boards
- Timers
- Personalised word banks
- Scaffolded writing tasks
- Alternative methods of recording
- Clearly labelled and easily accessible classroom resources
- Pre-teaching of key vocabulary
- Access to IT resources
- Use of individualised success criteria
- Self-assessment (eg through direct questioning or Traffic Lights programme)
- 'Moving-on' comments to all pupils to support development of skills

Planning and Assessment:

- Personalised targets
- Learning Support Plans (LSP) and termly review of LSP targets with child and parents/carers.
- Use of IAELD (Individual Assessment of Early Learning and Development) in Early Years
- Use of 'p' levels where appropriate
- Regular pupil progress meetings
- Pupil Premium pupils identified and supported with individual targets
- SENCO assessment through SNAP (Special Needs Assessment Programme)
- Education, Health and Care Plans
- Use of Letters & Sounds programme to assess phonics and reading/spelling progress
- SpLD Base numeracy assessment
- Personalised targets for literacy and numeracy

Liaison/communication with professionals/parents/carers, attendance at meetings and preparation of reports:

- Liaison with wide range of external professionals, including: Educational Psychologist, Speech and Language Therapists, Occupational Therapist, Physiotherapist, Specific Learning Difficulties Base, Links Family Services, Thriving Families, Child Development Centre and Communication & Autism Team, Hearing Impairment, Woodfield Outreach Service, etc.
- Regular progress meetings with parents/carers.
- Team Around the Family (TAF) meetings to support families with a Common Assessment Framework plan or Early Help Module (EHP)
- 'Virtual Schools' for looked after pupils
- Explanation of professional reports with parents/carers.
- Explanation of personalised targets for children with parents/carers
- Attendance at SEN and DSPL cluster meetings.

Pastoral Care

Support/supervision at unstructured times of the day, including pastoral care:

- MSA support for individual pupils at lunchtime as required
- Personal activity boxes for individual pupils
- SLT monitoring playground every day
- Support with personal care from designated TA
- Lunch time clubs
- Adjustments to lunchtime and playtime arrangements for individual children when required.

Mentoring Activities:

- Homework club support
- Signpost to particular areas of need (eg. bereavement support)
- Parent's Listening Service
- Mentoring programme

Strategies to reduce anxiety/promote wellbeing and enhance self-esteem (including communication with parents/carers):

- Holtsmere End Infants operates an 'open door' philosophy so parents/carers are able to speak to the Headteacher, SENCO or member of the SLT as soon as possible.
- Parent Listening Service
- Parent's notice boards
- Referral to Children's Centre for children aged 5 and under
- Pupils are able to speak to members of staff about any concerns
- Frequent communication with parents/carers through newsletters, school website and e-mails
- Regular circle times
- 'Go Givers' programme
- Access to Links Family Services and Family Support Workers
- Access to Thriving Families Services
- Referral to CAMHS (if appropriate)
- Play therapy with trained counsellor
- Calm room
- Nurture Group

Core Subject Support

Strategies to support/develop literacy (phonics/reading/writing)

- Differentiated work and strategies for individual needs
- Phonic support through differentiated group sessions
- Use of Letters & Sounds programme to monitor progress
- Individual programmes of work planned by SENCO (qualified SpLD specialist teacher)
- Withdrawal for specialist 1:1 Specific Learning Difficulties support from trained TA following planned personalised intervention (this will be part of a child's LSP)
- Small group support in class through Guided Reading activities
- Small group support with class teacher/teaching assistant

- 1:1 tuition from qualified teacher or classroom assistant
- Multi-sensory learning
- Visual aids, specific to individual pupils
- Personalised reading books
- Personalised spelling/sight vocabulary programmes.

Pupils with literacy difficulties may be referred to the Specific Learning Difficulties Base (SpLD) or the Educational Psychologist

Strategies to support/develop numeracy:

- Small group support with class teacher/teaching assistant
- Pre-teaching
- 1:1 support (this will be part of a child's LSP)
- Numicon resource used to promote understanding of number
- Multisensory learning
- External advice from SpLD Base specialist advisor

Specific Needs

Social Skills programmes/support, including strategies to enhance self-esteem, develop the skills to make and sustain friendships and learn strategies to manage conflict in the playground:

- Playground support for individual children
- 'Top table' lunchtime award
- Playground peer group mentoring
- Lunchtime buddies
- Use of social stories
- Organised, adult led games
- Playground box of alternative activities (eg. pencils and paper, books)

Strategies/programmes to support Speech & Language needs:

- Activities to support receptive and expressive language development
- Speech & Language drop-in clinic
- Access to designated Speech & Language therapist to discuss individual needs
- Delivery of planned Speech & Language programme for individual children from trained Teaching Assistant
- Support from staff trained in speech and language strategies, including Wellcomm and Elklan programmes
- Linguistically modified and visually supported approach to the curriculum

Access to strategies/programmes to support Occupational Therapy and/or Physiotherapy needs:

- Interventions from occupational therapist/physiotherapist
- Delivery of planned interventions from occupational therapist/physiotherapist
- Modified equipment as advised
- Use of Write from the Start handwriting programme
- Use of Speed Up fine motor skills development programme (Yr 2)
- Use of specialised equipment

Strategies to support/modify behaviour:

- Following the School's behaviour policy (available on website)
- 'Sky' chart in each class (children to follow this behavioural recognition plan from Nursery).
- Implementation of a Behavioural Plan
- Use of Risk Assessment Calculator in implementing support programmes
- Use of reward/evidence charts, such as 'traffic lights', sticker rewards, etc.
- Implementation of a Pastoral Support Programme (PSP) in consultation with parents/carers.
- External advice/outreach support from Dacorum Education Support Centre (DESC)
- Regular Team Around the Family (TAF) meetings for children who are part of CAF's or EHM

Access to Medical Interventions:

- Planned 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 the school nurse
- Access to particular medical professions (eg Diabetic Nurse)
- Regular first aid training
- Regular epi-pen/diabetes/epilepsy training
- Individual protocols for children with significant medical needs and allergies

How accessible is the school environment?:

The School is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary

- The building is wheelchair accessible
- Level access
- Shower facilities
- There is an electronic changing table
- Specialised equipment is used where appropriate for individual children

For children with complex SEND, the frequency of such provision may result in the school applying for additional Exceptional Needs Funding (ENF) to support a child or applying for an Educational, Health and Care Needs Assessment (EHCP) which identifies long term needs.

Each SEND case will be looked at on an individual basis. Please make an appointment to meet with the SENCO if you would like any further information.

Please also note the Local Offer from Hertfordshire County Council below :

As part of the SEN reforms, the Hertfordshire County Council has to provide access to information of what is on offer across the county.

The purpose of the local offer is to:

Provide clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND aged 0-25 and their families (not just those who have an education, health and care plan. Further details on the Hertfordshire Local Offer are available on the following website:

www.hertsdirect.org/services/healthsoc/childfam/specialneeds/