



Laurance Haines School Local Offer

Special Educational Needs and Disability (SEND)

Laurance Haines School is an inclusive school. We recognise every child's right to education and aim to support them and enable them to reach their potential in an inclusive setting. Our policy emphasises early identification of and intervention for children with special needs and disabilities. Children may be supported in class, in small groups or individually. We 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"> • Child and Parent Support Worker • School Based Family Worker : South West Herts Partnership • Social Skills Programmes run by experienced support staff • PSHE Curriculum • Extra-curricular activities
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Laptop Trolleys and iPads • Class sets of iPods • Pre-teaching groups • Visual timetables • Communicate in Print Software- Word banks and visuals to support all learners • Use of Alphasmarts in class
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Language rich environment • Use of Talking Partners • Delivery of a planned speech and language programme from a specialist teaching assistant • Social Skills groups • Visual aids
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Play leaders and Adult Play leaders support at lunchtime • Peer Mediation • Support from language match children further up the school to new arrivals • Child and Parent Support Worker • Protective Behaviours taught as part of PSHE Curriculum – Network Hand • Access to mentoring sessions for pupils who attended the Seasons for Growth Programme
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Following visits to the school and training given by Occupational Therapist or Physiotherapist delivery of a planned programme by a specialist teaching assistant.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • PSHE curriculum, including Protective Behaviours • Child and Parent Support Worker • School Based Family Worker : South West Herts Partnership • Social Skills Programmes run by experience support staff

<ul style="list-style-type: none"> • Nurture lunchtime support • Referral to Educational Psychologist
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Differentiated Curriculum with an emphasis on developing literacy throughout the curriculum • Read, Write, Inc • Freshstart • Referral to SpLD Base and subsequent delivery of specific programmes as advised by the SpLD Base Advisory Teachers • Precision teaching by a specialist teaching assistant • Individual Education Plan targets • Speed Up Programme – to develop handwriting • Small group intervention programmes e.g. Freshstart, • Fischer Family Trust Wave 3 (for pupils in KS1) • One to One literacy support
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> • Clear Behaviour Policy used consistently throughout the school • Whole class reward systems consistent in all classes within Key Stage • Nurture Lunchtimes • Pastoral Support Programmes • Individual reward charts • Referral to Education Support Centres • Referral to Educational Psychologist
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Concrete apparatus in classes – Numicon (FSU/KS1) Red and White materials (KS2) • Differentiated resources / learning activities • 1stClass@Number delivered by a specialist teaching assistant for pupils in Years 2 and 4 • Small group interventions • Split teaching • Individual Education Plan targets
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • BMEA Team Support • First language assessments • Referrals to specialist agencies for support/advice e.g. Speech and Language, Colnbrook Outreach, SpLD Base • Specialised equipment e.g. soundfield systems, personal screen for visually impaired, chairs • Small group or 1:1 support • Visual aids
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables • Self-marking against clear success criteria • Individual reward charts • Referral to Education Support Centres • Referral to Educational Psychologist
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Nurture Lunchtime • Adult Play Leaders • Play Leaders

<ul style="list-style-type: none"> • Peer mediators • Personal Care Plans • First Aiders • Playground rota of teaching staff and support staff • SLT rota for lunchtime reflection duty
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Individual Education Plan for pupils on SEND register • Termly Review Meetings • Common Assessment Framework • Termly assessments • Daily assessment for learning
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Referrals made by SENCo and Class Teacher to appropriate agencies, e.g. SpLD Base, Colnbrook Outreach Service • Reports prepared by SENCo according to need, e.g. Request for Statutory Assessment • Reports prepared by class teacher according to need, e.g. TAF meeting, Statement Review Meeting • School liaises with a range of external advisers according to the needs of specific pupils • School link book for pupils and teachers • Class Teachers email addresses distributed to parent/carers • Interpreters attend meetings as appropriate
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Staff first aiders on rota for break duties and lunch duties • Care plans for pupils with specific medical needs • Close liaison with School Health • Reception Desk staff first aid trained and aware of all children with specific medical needs • Children with specific medical needs have information displayed in classrooms and in the staff room • All staff receive EpiPen training on an annual basis.

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 Exceptional Needs Funding.