



School Local Offer for Pupils with Special Educational Needs and Disability (SEND)

The government has listened to what parents say about their experience of services and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'.

The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

East Garforth Primary Academy is an inclusive academy and may offer the following range of provision to support children with SEND.

Intervention
<p><u>Social Skills Programmes/support including strategies to enhance self-esteem</u></p> <ul style="list-style-type: none"> • Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem • We have weekly Assemblies to reward effort, achievement and being a good role model. • Our children are encouraged to play with children from other year groups at lunchtimes. • Each class has representation on the academy council. • Emotional Literacy assessments and interventions implemented with individual children as needed. • Pupil and Family Support Worker available for children, staff and parents. • After school clubs are available to all children within the academy.
<p><u>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</u></p> <ul style="list-style-type: none"> • Access to laptops and IPADs as part of normal class provision. • Devices for additional recording eg. Cameras, video cameras, voice recorders • Pre-teaching of strategies and vocabulary • Use of visual strategies to support learning/language.
<p><u>Strategies/programmes to support speech and language</u></p> <ul style="list-style-type: none"> • Interventions from a Speech and Language Therapist. • Delivery of a Speech and Language programme by a member of support staff.

- Talk Partners.
- Pre-learning of vocabulary.
- Use of visual strategies to support language.
- “Show and Tell” activities and opportunities for all children.
- Debate and the language of debate is modelled and explored in every class.

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

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their EHCP or healthcare plan.
- We provide some small items such as writing slopes or pencil grips as required.

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

- We access and work alongside our Network of schools Behaviour Support Worker and other targeted services such as Extended Services, CAMHs and Social Care.
- We have an open door policy for anxious parents or parents of anxious pupils.
- We collaborate with our School Nurse to support pupils with emotional needs
- We do transition work to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group with a move-up session with their new teacher. We provide photo books of the new teacher/ classroom etc. for certain pupils who need a visual prompt.
- Common Assessment Frameworks (CAFs) held, where possible, by our Academy staff
- Home/academy link book for targeted children.
- Emotional Literacy Assessment and Intervention.
- Personalised timetables
- Fiddle toys provided as required

Strategies to support/develop literacy inc. reading

- Small group/ individual support for example with additional guided reading or phonics.
- Additional guided reading/ comprehension practice
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing.
- Interventions e.g. Wordshark and Active Literacy Kit

Strategies to support modify behaviour

- Positive behaviour strategies (in line with our Behaviour Policy)
- We reward positive behaviours and discourage others
- Visual timetable.
- Behaviour Support Worker sessions as needed.

Strategies to support/develop numeracy

- Small group/ individual support targeted at specific skills
- Use of small visual apparatus to support kinaesthetic learners

Provision to facilitate/support access to the curriculum

- Access to small apparatus for example for counting in Maths, number squares etc.
- Personalised activities as appropriate

- Small group support from TA.
- Child-led learning focus in the foundation subjects through our MEGA curriculum.
- Outdoor learning.
- Wow experiences including visits and visitors

Strategies/support to develop independent learning

- Vocabulary displayed in classrooms
- Seating arrangements to allow a working buddy
- Personalised activities/lessons
- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Use of individual success criteria

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

- Reminding pupils to visit the toilet frequently.
- Allowing certain pupils with medical needs quick access to use the toilet at any time
- Reminders to drink water frequently for certain pupils
- 2 members of staff available every day at break times and lunchtimes

Planning and assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all.
- Teachers also plan additional provision for small groups and individuals to support learning needs.
- Individual behaviour plans
- Risk assessments
- Teachers assess pupils daily to see how they are accessing their learning
- Feed forward marking books used to identify gaps and next steps for individuals and groups of children

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

- All parents receive a full academy report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the academy office
- There are two opportunities for all parents to review their child's progress at Parents Consultation Evenings.
- Pupil reports sent to parents each half term
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- For pupils working with outside agencies such as the Speech and Language Therapist, Educational Psychologist etc. parents may be invited into the academy to meet with these outside professionals to understand the nature of the work taking place.
- We contact parents regularly to express our concerns and offer support to those whose children have poor attendance.

- We operate with the CAF system and have Team Around the Child or Family meetings (TAC or TAF meeting) for some families.
- We liaise with our local Primary Family Support Worker who can support families in need.
- Curriculum overview per half term.
- Weekly newsletter.

Access to Medical Interventions

- A vast majority of staff are trained in basic first aid with some trained in Team Teach, Paediatric First Aid training and anaphylaxis (epipens).
- We make all reasonable adjustments, in accordance with a pupil's Healthcare Plan from their GP/Specialist Nurse, to support pupils.
- Individual protocols for children with significant medical needs and allergies.
- Children's medical information is displayed in the staffroom.
- Access to school nurse.
- Provision of aids and resources to support learning.

For children with complex SEND, the frequency of such provision may occasionally result in the academy applying for additional funding to support a child, known as Exceptional Needs Funding.