



Raysfield Primary

**Know myself. Respond to my world.
Connect with my community.**

**Local Offer for
Special Educational
Needs**

2020

Special Educational Needs and Disability (SEND) School Local Offer

Raysfield has a/n:

- Designated Special Educational Needs Coordinator (SENCO) who leads across the Raysfield Federation - Oliver Heath
- Special Educational Needs Governor – Holly Magson
- Designated Safeguarding Lead – Sarah Thomas (Deputy Headteacher) Claire Hill (Headteacher)
- Safeguarding Governor – Claire Hayward
- Family Link Worker – Lorraine Carter

The first point of contact should a parent wish to discuss their child's Special Educational Needs is the class teacher, followed by the SENCo. Concerns could also be raised with the Head, SEN Governor or pastoral issues with the Family Link Worker.

Raysfield Primary is an inclusive school: we offer the following range of provision to support children with SEND.

Intervention/s
<p><i>Nurture Provision</i></p> <ul style="list-style-type: none"> ➤ A Nurture provision that runs 4 mornings a week in a specifically designed Nurture room. ➤ A qualified Nurture Higher Level Teaching Assistant and Teaching Assistant ➤ Zones of Regulation intervention to support emotional regulation ➤ 1:1 Mentoring for individual pupils
<p><i>Social skills programmes/support including strategies to enhance self esteem</i></p> <ul style="list-style-type: none"> ➤ Crafty or Crash club - a lunchtime nurture group run by the Regenerate team (voluntary group) ➤ Socially speaking - intervention programmes such as: Time to Talk, Socially Speaking ➤ Drawing and Talking Therapy ➤ The creation of 'Social Stories' tailored to specific needs ➤ Positive and specific praise, feedback and marking ➤ Advice and support sought from professionals quickly when needed e.g. Educational Psychologist (EP), Child and Adolescent mental Health Services.(CAMHS)
<p><i>Access to a supportive environment – IT facilities/equipment/resources (inc Preparation)</i></p> <ul style="list-style-type: none"> ➤ A space for 1:1 or small group work ➤ A bank of sensory equipment ➤ Pre tutoring of new concepts and key vocabulary for new topics in core and foundation subjects to enhance learning ➤ Dyslexia friendly schools ethos ➤ White boards, laptops and iPads available in all classrooms ➤ Provision of specialist equipment e.g. grab rails, chairs, stools, disabled toilet and shower for children with physical disabilities to promote independence ➤ Individual visual timetables and cue cards to support understanding and behaviour ➤ Variety of resources e.g. scissors, pencils, reading rulers, pencil grips etc. to support independent learning
<p><i>Strategies/Programmes to support speech and language</i></p> <ul style="list-style-type: none"> ➤ Termly visits from a Speech and Language Therapist – Lisa Barter ➤ Access to Speech Therapist by referral

- Higher Level Teaching Assistant (HLTA) with a specialism in speech and language interventions to support targeted children, e.g. pronunciation
- Published resources e.g. Narrative Therapy, Language Steps, Language for Thinking.
- Teachers and Teaching Assistant's (TAs) trained and experienced in running interventions successfully

Mentoring activities

- House captains promotes responsibility and independence
- Opportunities for children to lead at different levels
- Buddy system for new pupils
- Peer mentoring
- Talk partners used during whole class and group work

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

- Access to Occupational Therapist (OT) Physiotherapy by referral
- Intervention programs e.g. Smart Moves, run by trained staff
- Store of equipment needed for OT/Physio programmes e.g. gym balls, scooter boards
- Provision of classroom resources such as writing wedges, pencils, scissors to promote inclusion and independence where needed
- Individual members of staff trained in specific programmes needed for individual children e.g. Handwriting without Tears

Strategies to reduce anxiety/promote educational wellbeing (inc communication with parents)

- Access to Educational Psychologist (EP), School Nurse via ART referral
- Staff meet and greet on the doors each morning
- Teachers meet termly with parents to discuss progress and set targets with parents
- Headteacher/s visible in the playground daily
- Open door policy by all staff
- Parent appointments facilitated by our Family Link Worker on Monday and Friday afternoons
- Parenting support run by our Family Link Worker
- Solutions focused parent council
- SWAG (Safeguarding, Welfare and Attendance Group) comprising of Head, SENCo, Family Link Worker, meet termly to discuss actions and track progress of identified vulnerable pupils
- SENCo collaborates and communicates with all external agencies as appropriate
- All staff have regular child protection/safeguarding training

Strategies to support/develop English including reading

- 1:1 reading and writing supports targeted pupils
- Priority readers list in each class for volunteers/parent helpers
- Small group support from teacher or TA in English lessons
- Withdrawal of small groups/individuals for intervention, if and when needed
- Resources easily accessible to support reading e.g. coloured reading rulers
- Dyslexia friendly classroom resources and strategies in each classroom.
- Handwriting development program developed and implemented throughout school
- Targeted English support as advised by EP, Speech and Language Therapist (SALT)

Strategies to support/develop maths

- Small group support from teacher or TA in maths lessons

- Resources easily accessible to support maths e.g. numicon
- Dyslexia friendly classroom resources and strategies in each classroom
- Withdrawal of small groups/individuals for intervention e.g. Max's Marvellous Maths
- CPA (Concrete, Pictorial, Abstract) approach to Maths

Strategies to support/modify behaviour

- Inclusion in nurture group and daily use of The Nurture provision
- Development of Risk assessments
- Consistent and whole school implementation of behaviour policy (rewards and sanctions)
- SEN register of children with social, emotional and behaviour needs are a barrier to learning shared at SWAG meetings.
- Collaboration with parents through Class Dojo messaging
- Individual Behaviour Plans (IBP's) with clear expectations, targets, sanctions and rewards.
- Regular Team around the Child (TAC) meetings where needed
- Access to Inclusion Support, Behaviour Support via ART referral
- Access to breakfast club within the Lodge in order to reduce anxiety at the beginning of the day.

Provision to facilitate/support access to the curriculum

- Small group work in class provides highly differentiated learning activities and resources
- Provision of differentiated resources and equipment where needed
- Implementation of advice and strategies from external professionals e.g. EP
- Use of visual, kinaesthetic and auditory teaching styles to support learning
- 1:1 support provided for pupils with a statement of special educational needs
- Individual Pupil Passports with termly reviewed targets

Strategies to support/develop independent learning

- Visual timetables and cues in all classrooms
- Pre tutoring of new concepts and vocabulary
- Clear success criteria for lessons
- Strategies to support children's thinking skills to solve their own problems
- Language rich learning environments
- Clear success criteria displayed through the Learning Walls

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

- Trained Lunch Break Supervisors (LBS) supporting children in the hall and in the playground
- 1:1 LBS for EHCP pupils where needed
- Disabled toilet and shower room, disabled doors and ramps to access building and hall easily
- 20, 20, 20 lunch split to support and structure positive lunch play

Planning and assessment

- Early identification of pupils thorough Preschool and home visits.
- Clear and supportive transition plan from preschool to Year 7
- Current and updated SEN register reviewed at least three times a year
- Class provision maps show interventions and are reviewed regularly
- Individual Support Plan's (ISPs) and Individual Behaviour Plan's (IBPs) for specific pupils with SMART targets written and reviewed regularly with parents and SENCo
- Quality First Teaching, targets and clear differentiation based on assessment data

- Early Help (SAF) and Access and Response (ART) referrals used for pupils with additional needs as required
- Coordinated planning between teams and with SENCo
- A range of assessment strategies used including the Boxall Profile to identify needs and plan interventions

Liaison/communication with professional/parents., attendance at meetings and preparation of reports

- Early identification of needs through close liaison with Preschools and nurseries.
- Team Around the Child (TAC) called where needs are significant
- Regular and good communication with all external agencies
- Class teachers meet regularly with parents to review progress and Pupil Passport targets (targets reviewed every 6 weeks)
- Advice of professionals is shared with parents
- SENCo attends all meetings as needed

Access to medical interventions.

- Meetings with SENCo and School Nurse to create Health Care Plans for pupils with medical needs
- Health Care Plans with photographs stored in main office, first aid room, classroom and dining hall/kitchen where related to allergies.
- All staff trained where appropriate to administer medication e.g. diabetic insulin, epi pen use
- Risk assessments completed and updated
- All staff are first aid trained with 3 staff members paediatric trained

Please refer to school website for Inclusion Policy, SEN Policy and Behaviour Policy to be read alongside this offer.

South Glos Local Offer can be found www.southglos.gov.uk/localoffer