



Local Offer - Provision for Pupils with Special Educational Needs and Disabilities (SEND)

The SENDCo/INCo is employed to oversee the provision in place for pupils with SEND. There is a Teaching Assistant who acts as Inclusion Champion, who helps to oversee interventions and liaise with the SENDCo.

Further details regarding each type of provision are available as and when relevant to your child. If you feel your child has a specific need, please feel free to come and talk to us about the service or provision which may be relevant to your child.

St Thomas More Catholic Primary School is an inclusive, nurturing school and may offer the following range/ selection of provision to support pupils with SEND (Special Educational Needs and Disability) in addition to First Quality Teaching (high quality whole class teaching).

For pupils with Complex SEND, the frequency of such provision may result in the school applying for Exceptional Needs Funding (additional funding to support a pupil (with a Learning Support Assistant) or an Education, Health and Care Plan. There may be additional services and types of provision available to cater for pupils according to current level of need - this list is updated at regular intervals to reflect the needs of the pupils in our school.

Possible Intervention Available

Social Skills programmes/support including strategies to enhance self-esteem:

- Support from DESC (Dacorum Education Support Centre) – school and home support
- Support and advice from the Communications Team (including Advisors for Autism)
- 'Circle of Friends' – input and support from Educational Psychologist
- Small group turn-taking games with LSAs to support social interactions – individual and small group work with LSAs to support interactions, to include areas such as modelling of turn taking skills, social behaviour, reinforcement of social expectations and social boundaries.
- Delivery of PSHE small group work, e.g. nurture group for heightened anxiety
- Personalised social stories to support friendship, self-help, social skills, behaviour
- Access to Drama/Play Therapy/ schools counseling.



Access to a supportive environment:

- Visual timetables displayed in classrooms
- Prompt and reminder cards for organisational purposes and expectations
- Access to own laptop where necessary
- Easy access to learning aids and practical resources
- Specialist equipment to access the curriculum
- Access to voice recording equipment (i.e. microphones) for verbal rehearsal to support written work
- Top tips displayed in classrooms
- Access to Computing software to support learning (e.g. Clicker, Wordshark, Numbershark)
- Working Walls to reinforce current work
- Individual work stations for individual working areas

Strategies/Programmes to support speech and language:

- Interventions and visits from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from a Teaching Assistant
- In-class support from an TAs to implement recommended Speech and Language strategies
- Access to Wellcomm resources
- Drop in sessions for under fives at childrens' centres

Mentoring Activities:

- Use of talk/learning partners – mixed and matched ability
- Focused support from Teaching Assistants
- Access to Drama/Play Therapy
- Sign posting families to extra support outside school, e.g. Educational Psychologists at Children's Centre, Speech and Language Drop-ins, Family Support Workers
- 'Special Friends' partnership between older and younger pupils
- Focused support where relevant from a TA for Pupil premium children

Access to Strategies/Programmes to support Occupational Therapy/Physiotherapy needs:

- Interventions from an Occupational Therapist/Physiotherapist
- Delivery of a planned Occupational Therapy/Physiotherapy programme by a Teaching Assistant
- Use of motor skills programmes such as 'Smart Moves' in EYFS, KS1 and KS2

Strategies to reduce anxiety/promote emotional well-being:

- Regular Communication with Parents
- Support from DESC (Dacorum Education Support Centre)
- Meet and greet session at the start of each day
- Home school link books
- Access to Sensory Room/ Nurture environment for time away when needed
- Delivery of PSHE schemes of work including focused small group work
- Access to Drama/Play Therapy/Counselling from external agencies

- CAMHS referrals – Child & Adolescent Mental Health Services
- Access to designated Educational Psychologist

Strategies to support/develop literacy skills:

- Small group support in class through Guided Teaching
- Advice and support from the local Specific Learning Difficulties Base
- Withdrawal in a small group for 'Catch-up' Literacy activities, including reading, writing, phonics – e.g. Early Literacy Support, Additional Literacy Support, Further Literacy Support, Letters and Sounds, tailored Literacy programmes
- Small group/ individual reading, writing, phonics at the start of the school day with a Teaching Assistant
- Withdrawal for 1:1 Literacy teaching from a trained TA (Fischer Family Trust Wave 3 programme)
- Delivery of planned personalised interventions from TAs
- Fine Motor Skills activities in small groups or 1:1 with TAs to develop handwriting and muscle strength

Strategies to support/develop Mathematics:

- Small group support in class through Guided Teaching
- Advice and support from the local SpLD Base
- Withdrawal in a small group for 'Catch-up' Maths activities, e.g. Springboard, Max's Marvellous Maths, tailored maths programmes
- Use of Numicon resources to aid a variety of learning styles
- Small group/ individual mathematics skills at the start of the school day with a Teaching Assistant
- Delivery of planned personalised interventions from TAs

Strategies to support/modify behaviour:

- School's behavior policy
- Use of Learning Passports based on behavior targets
- Social Stories, Comic Strip Conversations
- Access to advice from DESC (Dacorum Education Support Centre) for in-class support
- Social skills small group work, including PSHE small group work
- Peer Mediation
- Use of Chill Room for time away
- Use of Time Out to reflect on behaviour choices and reinforcement of expectations

Provision to facilitate/support access to the curriculum:

- Small group support from Teacher/Teaching Assistants both in and out of class
- 1:1 support in class from a Learning Support Assistant to facilitate access through personalised plans/modified resources
- Specialist equipment such as seating, visualisers, scissors, writing equipment, sloped surfaces
- Reduced timetables for reintegration
- Use of a personalised curriculum if required

- Advice from Educational Psychologists to implement in class
- Specialized computing equipment, e.g. roller ball (large mouse), lower case keyboard.

Strategies/support to develop independent learning:

- Use of visual timetables
- Talk/ learning Partners
- Success criteria for tasks, i.e. checklists
- Modelling of tasks, positive praise and feedback
- Top tips displayed in class
- Use of checklists to check through own work
- Self and peer assessment
- Pre teaching of subject/topic specific vocabulary
- Adapted curriculum, modified resources, alternative methods of recording
- Chunking and scaffolding of tasks and activities

Support/supervision at unstructured times of the day:

- Named adult at playtime/ lunchtime
- Support with personal care and self-help skills from named TA
- Social Stories to address issues such as toileting, behaviour
- Peer mediation
- Play leaders
- Discussion and feedback around 'Good and Bad choices'

Planning and Assessment:

- Individual plans where necessary/ pupil passports
- Termly class provision maps based on Pupil Progress Meetings
- Regular use of monitoring sheets to track intervention programmes and provision
- Individual personalised target cards on desks/in class
- Regular review of targets
- Regular discussion/feedback with Parents
- Use of the IAELD (Individual Assessment of Early Learning & Development) in Nursery, Reception and Year 1 for pupils with SEND
- Tracking small steps of progress using BSquared resources across the school in line with Herts assessments
- Use of Early Years Foundation Stage Goals in key stage 1 where necessary
- Use of P scales or equivalent (using BSquared resources) for pupils with SEND from the end of Y1
- Statement of Educational Needs Education, Health and care Plan where required – Annual Review Meetings with parents (and pupils where relevant) and all professionals involved with the child

Communication with Outside Agencies:

- Liaison and referral to a wide range of external professionals
- Team Around the Family meetings (TAF) to support implementation of Families First Assessment Early Help Module
- Regular progress meetings with Parents
- Explanation of professional reports to Parents



Healthy School



Website: www.stmore.herts.sch.uk
Email: admin@stmore.herts.sch.uk



- Annual Statement /EHCP Review meetings/ development of Education, Health and Care Plans, including advice and guidance from a County Special Educational Needs Officer

Diagnosis of specific needs (such as ASD, ADHD, Dyslexia):

- Referral via GP to Community Paediatrician
- Advice and support from Community Paediatricians implemented in school and at home
- Advice for ASD and sensory processing needs through the Communications and Autism Team (ASD specialist teacher)
- Advice from CAMHS Step2 service
- Referral to Specific Learning Difficulties (SpLD) Base
- Advice and support from SpLD Base implemented in school and at home
- School will provide supplementary advice and reports to aid a diagnosis and offer advice and support to parents

Access to Medical Interventions:

- Training for staff from external medical professionals
- Strategies for the use of personal medication
- Individual protocols for pupils with significant medical needs and allergies – Health Care Plans
- Provision of aids and resources to support learning
- Access to advice and assessment from the external School Nurse
- Individual support plans for pupils with medical needs
- Complex care panel advice and funding for pupils requiring medical support in school
- Support from trained school staff for life-saving interventions (e.g. insulin pumps, EpiPen)

NB referrals to external professionals must be carried out by the school/ GP and generally cannot be completed by the parents.

St Thomas More Primary School

Updated October 2019