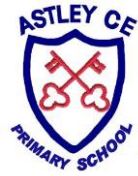


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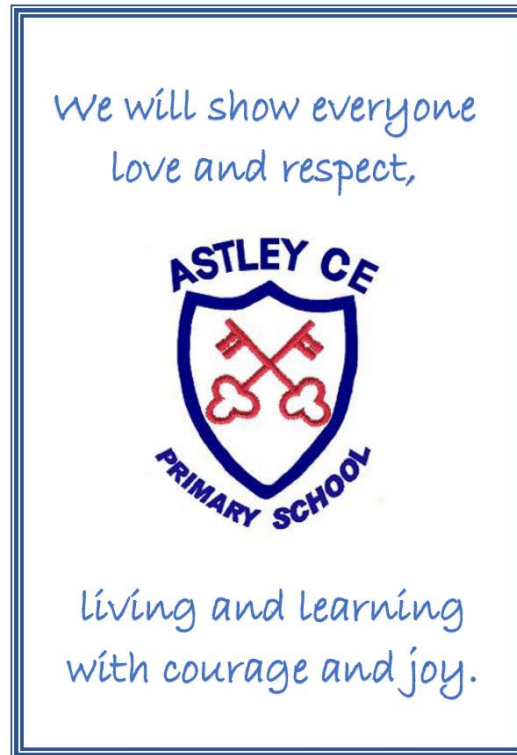


Governing body

Astley School Offer for children with  
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**Our Vision**



Our work with pupils with SEND is at the heart of our vision as a school, demonstrating that every child is unique and special, respected and valued. We work very hard in school to ensure that every pupil has equal access to the full curriculum and wider opportunities, that no pupil is discriminated in any way and that every pupil has the support required to reach their full potential. This acknowledges that needs can be diverse and individual including a learning difficulty, disability or medical need, and that pupils support needs to be planned carefully. It may also involve adaptation and change to ensure that all reasonable steps have been taken to provide effective educational provision.

Ratified by the Governing Body: Tuesday 23<sup>rd</sup> November 2021

Date for review: November 2024

Signed by:

Chair of governors

Headteacher

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### What do we mean by 'School Offer'?

In our school SEND policy we recognise that within the teaching and learning, ordinarily available to all pupils, is a wide range of strategies and support which can be used to personalise and accelerate the progress of individual pupils upon identification of a specific need. This may meet a short-term need of a child or group of children or be a longer term support provided to a pupil identified as having SEND.

This document is intended to give you more detailed information of the specific support available to meet needs. We aim to list as many skills, strategies and techniques as possible, but these are under frequent development to meet changing needs and in response to ongoing training. Therefore, this document will be reviewed and updated at least annually and published on our school website.

Category of need:	Strategies available:
<b>1. Communication and interaction needs</b>	
Transitions	Visual timetables in place in every classroom.
Supporting verbal instructions	Task boards help to break down tasks into small steps. Instructions kept short & demonstrated visually. Pupil's name used to gain attention.
Working memory	New vocabulary linked to known vocab or picture cues. Mnemonics or acrostics given to aid recall. Learning steps broken down and each step recorded. Mind maps used to display information. Active learning promoted.
Language assessment	NeLi used to assess receptive language of YR/KS1 pupils. Mrs Kilgour & Miss Creig specialise in SALT needs.
Specific language areas	NeLi interventions used if need identified.
Expressive language	Circle time talk and rhyming games used in YR. Time to talk intervention available: Develops social speaking and understanding skills in KS1. Mrs Kilgour and Mrs Payton have experience and expertise. Socially Speaking intervention available: Social skills for KS2. Thinking time promoted when asking questions in every classroom.
Selective Mutism	SALT will offer support to progress this through 1:1 work.
Autism/Asperger/ADHD.	Local Authority umbrella pathway provides assessment for this area. Key rings or lists provided to help organisation. Classroom noise levels monitored. Background noise heaters off at key times. Alternative places to work offered to maintain concentration. Visual timers used to promote pace. Seating set where role models help concentration. Clear expectations set: 3 sentences/ half a page by... Pace developed through time checks.
<b>2. Cognition and learning needs</b>	
Differentiation	Lesson planning details differentiation to ensure access to curriculum for all. Support and extension activities identified with clear objectives and success criteria. Range of approaches used in lessons.(auditory, visual, kinaesthetic) Higher level thinking skills planned for. Range of groupings used purposefully: mixed, ability grouped, buddy etc.

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	Resources clearly organised and freely available to pupils. Visual displays support learning and retention in classroom.
Reading	RWInc phonics programme used in KS1. Children assessed termly on acquisition of sounds. Small group provision and catch-up opportunities offered. Children assessed via Standards sheets, Salford, Benchmarking and NFER to evaluate progress. Rapid Read intervention from Year 2 upwards. Pupil progress staff meeting used to identify, plan and review support. Class provision maps detail interventions. Extra reading time, use of Fresh Start RWInc and comprehension offered. Reading buddies, challenges, clubs, author visits, new books and displays promote interest.
Dyslexia	IWBs used with pastel screens to reduce glare. Colour code writing on IWB to help decipher. Black text avoided. Irlen screen testing available through LST. Line trackers available. Copying from board avoided, sheets and stands provided on desk. Coloured exercise books available for pupils. Staff training on dyslexia by LST. SENDCo trained on Worcestershire pathway and has knowledge of a Dyslexia Decision Meeting. Keyrings or lists provided to help organisation. Laptops used for extended writing. Touch typing offered. Word banks, scaffold sheets used to assist writing process.
Writing	Children assessed via Standards sheets, internal & external moderation. Pupil progress staff meeting used to identify, plan and review support. Extra writing intervention offered to develop writing stamina. WAGOLs or shared writing used to demonstrate good writing. Range of recording methods taught and offered: eg mindmaps, ICT. Easi speak mics / talking tins used to support holding a sentence. Spelling mnemonics used. Look, cover, write, check taught. Roots identified. Words segmented. Fred talk promoted. The Write Stuff Spelling programme used to ensure systematic teaching.
Handwriting	Interventions offered. Jimbo Fun used. Mrs Payton specialises in this. Good sitting and pencil holding taught. Ensure writing arm on outside of shared table. Left-handed materials provided.
Numeracy	Children assessed via Standards sheets and NFER to evaluate progress. Pupil progress staff meeting used to identify, plan and review support. Models & images used to support concepts: bead strings, number lines etc. Mental maths skills: Maths minutes. Times tables: bingo, loop cards, ICT games. Key concepts taught (doubling, place value, models/images) Quick maths daily practise supports memorising of key facts. Links to practical contexts made. Maths symbols and key facts & vocabulary displayed. Teach estimate, calculate, check and RUCSAC to support reasoning & calculation.
<b>3. Social, emotional and mental health difficulties</b>	
Attachment	Training undertaken with Virtual School & Behaviour Support. Attachment CPD to all staff. Mrs Langfield is TISUK practitioner and has key adult experience and can advise.

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	Virtual School can support and work 1:1. Transitions & changes carefully planned for.
Challenging behaviour	Clear behaviour policy. Positive strategies in place (team points, certificates) Playtime behaviour policy shared with children and staff regularly. One clear school rule displayed which catches all behaviour situations. Behaviour discussion sheet used with children on playground. Time out offered. Visual cues for listening, sitting etc. Personal Care Plans written to support specific children and ensure all staff aware of strategies used. Individual reward systems set up to target specific issues. Work challenge is appropriate to child and self esteem not undermined. Calm, positive classroom climate maintained. Clear routines established. Confrontations avoided, positives emphasised. Behaviour support team and Family Support can work 1:1. Multi agency meetings called to share information and plan actions.
Anxiety or anger issues	Mrs Langfield is TISUK practitioner and has experience of anxiety issues Cognitive behaviour strategy books available to use 1:1 or loan to parents. Model making mistakes as being OK used.
Parenting needs	Early Intervention Family Support can support families. Family Support drop ins arranged regularly. Triple P parenting courses available.
Mental health	Nominated staff Mental Health First Aid trained – Tracie Langfield, Tori Tregear A referral can be made to CAMHS CAST where concerns meet their thresholds. Multi agency meetings called to share information and plan actions. Interventions available in school: Mrs Kneale. Behaviour support team and Family Support can work 1:1.
<b>4. Sensory and physical needs</b>	
Hearing impairment	Advice sought from Hearing Impairment team. Regular visits to support any with hearing impairment and to check hearing levels. Classroom noise levels monitored, alternative working offered. Seating at front of class and appropriate arrangements for group work made. Ensure strongest ear faces teacher. Avoid speaking with light behind you. Understanding checked by repeating instructions given.
Visual impairment	Seat in front of IWB. Provide sheets in larger font. Give reminders about wearing glasses.
Gross motor control	Smart Moves material. Mrs Hale specialises in this. An assessment and intervention designed for identified pupils.
Contenance issues	Disabled toilet offers appropriate facilities for nappy changing or child to attend to own needs privately. The school nurse offers help and advice to school or parents.
Physical disability	Advice sought from Regency Outreach or Occupational Therapy. Specific equipment loaned or provided including writing slopes, chair slopes, weighted mats etc.

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## Appendix

### Relevant legislation

Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Equality Act 2010

Special educational needs and disability code of practice:0 to 25 years January 2015

### Glossary

SEND: special educational need including medical need, or disability.

SENCo: special needs co-ordinator

EHCP: Education and Healthcare Plan

IPM: Individual Provision Map

SALT: Speech & Language Therapy

TISUK: Trauma Informed School United Kingdom

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