

Hobbs Hill Wood Primary School Special Educational Needs and Disability (SEND)

Hobbs Hill Wood Primary School is an inclusive school and may offer the following range of provision to support children with SEND

<u>Intervention</u>
<p><u>Social Skills programmes/support including strategies to enhance self-esteem</u></p> <ul style="list-style-type: none"> • A practical skills programme for an individual child delivered once a week • A practical skills programme for a small group of 2/3 children delivered once a week
<p><u>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</u></p> <ul style="list-style-type: none"> • Prompt and reminder cards for organisational purposes • Pre teaching of strategies and vocabulary • Access to own chrome book • Specialist equipment to access the curriculum
<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 planned Speech and Language programme from a specialist teaching assistant • Support from a member of staff trained in speech and language strategies • Referral to SLCAT (Speech Language Communication and Autism Team) • Strategies/Resources accessed via the Hertfordshire Children’s Speech and Language Service
<p><u>Mentoring activities</u></p> <ul style="list-style-type: none"> • Use of talk partners • Use of peer mentoring • Support from a specialist TA • Planned programme from the class teacher
<p><u>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</u></p> <ul style="list-style-type: none"> • Interventions from an Occupational Therapist/Physiotherapist • Delivery of a planned Occupational Therapy/Physiotherapy programme from a specialist teaching assistant
<p><u>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</u></p> <ul style="list-style-type: none"> • Planned programme of support from a Learning Mentor • Planned programme of support from the classroom teaching assistant • Transition interventions (Y6) • Meet and greet session at the start of each day • Parental contact session at the end of each week • Access to the Wellbeing Lead • Referral to the NHS Mental Health Hub (parent) • Referral to Dacorum Family Support Services • Referral to CAMHS • Referral to School Nursing
<p><u>Strategies to support/develop literacy inc. reading</u></p> <ul style="list-style-type: none"> • Small group support in class through Guided Teaching • Withdrawal in a small group for ‘Catch-up Literacy activities’ • Targeted support outside of the classroom by a specialist teaching assistant for 1:1 support • 1:1 tuition at the end of the school day planned by a qualified teacher and delivered by a teacher or teaching assistant

Strategies to support modify behaviour

- Use of the school's behaviour policy (available on school website)
- Therapeutic approach to behaviour
- Time out and restorative thinking
- Involvement of a Learning Mentor
- Social skills/behaviour modification groups
- Social stories
- Referral to DESC (Dacorum Educational Support Centre)
- Referral to SLCAT (Speech Language Communication and Autism Team)

Strategies to support/develop Mathematics

- Small group support in class through Guided Teaching
- Withdrawal in a small group for 'Catch-up Mathematic activities'
- Targeted support outside of the classroom by a specialist teaching assistant for 1:1 support
- 1:1 tuition at the end of the school day planned by a qualified teacher and delivered by a teacher or teaching assistant

Provision to facilitate/support access to the curriculum

- Small group support from the class teacher or classroom teaching assistant
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment such as seating, sound field/microphone systems, personal screen for visually impaired
- Assisted Listening Devices (ALD)
- Use of a personalised curriculum

Strategies/support to develop independent learning

- Use of visual timetables and checklists
- Now and Next boards
- Pre teaching of vocabulary and content
- Access to personal ICT devices
- 'Chunking' of activities
- Use of individualised success criteria

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

- Learning Mentor at play/lunch times
- Named teaching assistant at playtime
- Named Midday Supervisor at lunchtime

Planning and assessment

- SEND Support Plan (APDR)
- Individual targets
- Regular review of targets with child and parents

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

- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents

Access to Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the health visitor or school nurse
- Individual support plans for pupils with short term medical needs
- NHS support for 1:1 support for life saving interventions

For children with significant/complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Local High Needs Funding or making an application to the Local Authority for an EHC Needs Assessment.