

Martins Wood Primary School Local Offer

Special Educational Needs and Disability (SEND)

Martins Wood School is an inclusive school and has access to the following range of provision to support children with SEND. The nature and frequency of provision for each child will be determined following a detailed assessment of their individual needs as not all provision listed above is appropriate for all children.

Social Skills programmes/support including strategies to enhance self-esteem	
Talk About, Positive People, Self - esteem Builders Workbook -social skills programmes delivered by SEN staff to small groups	Protective Behaviours – used throughout whole school – all school staff trained, Family support worker advanced training to deliver Protective behaviour individually or within small groups
SEAL programme used throughout whole school	Individual support from family support worker using strengths cards, bear cards, social stories etc
Individual and group support from BSA	Individualised reward systems
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)	
All classrooms equipped with Interactive whiteboards	ICT suite
Children have access to chromebooks and learnpads	All teaching staff have laptops
Wide range of ICT programmes to support learning e.g, Bug Club, Doodle Maths, Table Mountain, Nessy , Type to Learn, Handwriting	Communication in Print
Strategies/programmes to support speech and language	
Wellcom - All children assessed with Wellcom on entry, Early Years staff deliver individual programmes of support	Several members of staff have been Elklan trained
Individual children with SLT support have a specific programme delivered 1:1 by specialised SEN LSA	SLT link, referrals via school
Pre teaching, visual resources	Lego therapy

Mentoring activities	
School council	Green Team
Study Buddy	Playground buddies
Yr 6 helpers around school	Paired reading
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs	
Sensory Circuits programme to improve fine and gross motor skills	Speed Up and Write from the Start programmes to improve fine motor skills
Modified PE equipment available	Access to specialised equipment including sloping boards, wobble cushions and pencil grips, finger strong activities
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)	
Use of Protective Behaviours	Family Support Worker available for both children and parents
Worry Boxes in all classrooms and communal areas	Boxall Profiling /SDQ social and emotional assessment package
Full transition programme, pupil passports, pen portraits	Home/school books
Close communication with parents of vulnerable children – SENCO, FSW, BSA	TAF meetings, Support plan reviews, attendance at CDC, CDAC etc
Strategies to support/modify behaviour	
STEPS	Consistent behaviour policy shared with all staff and stakeholders
Consistent reward system incorporating gold book entries for all children, terrific cards for KS1 and green cards for KS2	Online STEPS tools, behaviour records, PSP's, completed and reviewed regularly
Individual support from BSA	Individualised reward systems
Range of effective strategies customised to suit each child	Link with external agencies
Visual timetables and resources e.g. when/then cards, timers, reduced timetable	Access to nurture room

Strategies to support/develop literacy including reading	
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SEN staff trained in specific programmes through the SPLD Base including Reading Day/Writing Day, Word Wizards, Write Words, Sprite, Word families etc	Wide range of SEN resources to support speaking and listening, reading, writing and comprehension skills
Toe by Toe, 5 minute box	Precision Teaching
Rapid reading books, Project X books	Pre / Post teaching
LSA supporting individuals/small groups	Dyslexia profiling

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Strategies to support/develop numeracy	
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SEN staff trained in specific programmes through the SPLD Base including DAN – Diagnostic assessment of Number	Pre/Post teaching
Plus One/Power of Two individualised programmes	Precision Teaching
LSA supporting individuals/small groups	Concrete apparatus, visual resources, maths frames and manipulatives available

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Provision to facilitate/support access to the curriculum	
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Study Club in KS1 and KS2	Visual resources and visual timetables in all classrooms
Pre / post teaching	Differentiation
Team of experienced SEN LSA's to support children with their learning	TA support during carpet time
Regular training for staff including TA's/LSA's	Access to Nurture Room

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Strategies/support to develop independent learning		
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Pre - teaching	Scaffolding	Prompting
Timers	Now/then cards	Ticklists/ choice boards
Paired work	Visual resources	Individual timetables
Instructions simplified and broken down	Individualised reward systems	

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Support/supervision at unstructured times of the day including personal care	
Play leaders in each playground	Eating and seating monitored by MSA's
All lunchtime staff included in training programme for staff	Additional supervision provided by SEN team
Access to Nurture Room at lunchtime	Indoor/outdoor activities, playtime plans
Planning and assessment	
Support plans, PSP's, TAF action plans, individual provision maps, Pen Portraits etc	APDR, class provision maps, intervention records, learning walks and book scrutiny completed regularly
Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports	
Strong links with all professionals	A school representative attends most CDC and all CDAC appointments
Reports written promptly for appointments and referrals	Regular meetings with parents and professionals as required
Regular updates with linked professionals	Home/school books as necessary
Record of meetings and action taken kept and copied for parents (FSW/BSA)	Full time SENCO available for parents to email or phone on a daily basis
Access to Medical Interventions	
Access to and support from school health nursing service	Specially trained paediatric first aiders in each phase
Care plan written if required for significant medical needs	Staff work collaboratively with health professionals to meet a child's health needs e.g. PNI, PT, OT teams
Training delivered to all staff by school nurse if necessary e.g. epipens, asthma, sickle cell etc	Staff work closely with organisations such as ESMA to support children with a medical condition, e.g. reduced timetable