

Local Offer for Children with Special Educational Needs or Disabilities (SEND) Mordiford CE Primary School

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The school ethos values all pupils and their diverse abilities are equally celebrated.

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

When this occurs, we develop specific needs-based plans which help to support their development and accelerate progress.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, through High Level Needs Funding, known as the Top Up funding panel.

Other useful documents, such as our SEND and Inclusion Policy which gives more details on how children are identified, and our Accessibility Plan, are available on the school website.

Our School Offer:

As a school we offer support for pupils whose requirements are, “additional to and different from” that received by other pupils.

- Pupils with English as an additional language (EAL): as below plus involvement of English as an Additional Language Team
- Children in care: as below plus involvement of social work team/Looked After Children Team
- Traveller pupils: as below plus involvement of Gypsy Roma Traveller Service
- Pupils with medical needs: as below plus involvement of Health Services
- Young carers: as below plus involvement of Young Carers Team/CAMHS
- Pupils at risk of exclusion: as below plus involvement of Behaviour Support Team and/or Educational Psychologists, Education Welfare Team.
- Pupils from families under stress: as below plus involvement of CAMHS/Parent Partnership

Details of provision and skills:

Aspect	Name of resource	Particular expertise
Assessment:	York Assessment of Reading for Comprehension. nferNelson Single Word Spelling Test nferNelson Progress in Maths Renfrew Word Finding Vocabulary Test (Expressive Vocabulary) BPVS (Receptive Vocabulary)	Both the SENCO and Deputy Head hold the National Award SENCO Our SENCO also holds the Certificate of Competence in Educational Testing
Inclusive classroom practice:	<ul style="list-style-type: none"> • Classroom layout • Seating arrangements 	All staff

	<ul style="list-style-type: none"> • Displays • Access to equipment • Visual timetables • Support scaffolds (wordbanks, numberlines, writing templates etc) • Multi-sensory teaching which is adapted to the needs of all children • Valuing diversity 	
<p>Communication and Interaction Support Speech, language and communication needs:</p>	<p>Teaching Talking</p> <p>Time to Talk</p> <p>Jungle Journeys</p> <p>Small Speech Group</p> <p>Elkan</p> <p>Signalong</p> <p>Talk Boost</p>	<p>Our teaching assistants deliver this intervention. Our higher level teaching assistant has had the relevant training.</p> <p>We have deliver these programs to small groups, led by teaching assistants, across the school to help children improve vocabulary, word finding, grammar and speaking and listening skills.</p>

Expressive language:	Teaching Talking Language Builders Talk Boost	Teachers/ Teaching Assistants
Receptive language:	<p>Strategies to improve the child's ability to follow directions</p> <p>Visual timetables</p> <p>Techniques to improve receptive comprehension of questions (e.g. who, what, where, when), age-appropriate vocabulary, and sequencing</p> <p>Strategies for practice using language appropriately in social situations, such as taking turns in conversation.</p> <p>Helping the child use other ways to communicate when needed. This may include simple gestures, picture boards, or computers that say words out loud. This is also called augmentative and</p>	Teachers/ Teaching Assistants

	alternative communication, or AAC.	
Literacy Reading:	<p>Guided reading</p> <p>Paired reading</p> <p>Literacy Toolbox</p> <p>Toe by Toe</p> <p>Daily phonics</p> <p>Direct phonics</p> <p>Reading Reflex</p> <p>Word Wasp</p>	Literacy Coordinator's training, Continuous Professional Development, SENCO, Teachers and Teaching Assistants
Literacy: Writing	<p>Use of speech to text software.</p> <p>Handwriting/ fine motor skills development.</p>	<p>Literacy Coordinator's training, Continuous Professional Development, SENCO, Teachers and Teaching Assistants</p> <p>Small group work both in class and additional to writing sessions</p>
Literacy: spelling	<p>Letters and Sounds</p> <p>Support for Spelling</p> <p>Spelling made easy</p>	Literacy Coordinator Teachers/ TAs

	<p>Lifeboat scheme</p> <p>Wordshark</p>	
<p>Maths</p>	<p>Numicon</p> <p>Power of Two</p> <p>Number shark</p> <p>Springboard</p>	<p>Maths Coordinator's training, Continuous Professional Development, SENCO, Teachers and Teaching Assistants</p>
<p>Cognitive difficulties Moderate and Severe Learning Difficulties:</p>	<p>An individual support programme is put in place to support all areas of the child's learning. This will be reflected in an IEP which will be linked to P Scales if appropriate.</p>	<p>Use of 'child friendly' and needs based plans – pupils, parents and staff are involved in the formulation, review and implementation of these documents.</p> <p>These are shared with all adults who work with the child.</p> <p>Whole school policies are evaluated annually to ensure inclusion and progress pupils with SEND.</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</p> <p>External support is sought and any advice implemented to support individual pupils' needs.</p>

<p>Specific learning difficulties:</p>	<p>A programme is put in place to support all areas of the child's learning. This will be reflected in an IEP which will be linked to P Scales if appropriate</p>	<p>External support is sought and any advice implemented to support individual pupils' needs. ICT is used to reduce barriers to learning where possible.</p>
<p>Provision to support particular conditions e.g. Autism, Downs etc:</p>	<p>Continual communication between staff and parents. All staff training sessions on particular condition/difficulty. Children know there is a safe place in school where they can go to get help/support.</p>	<p>Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. Use of Inclusion Development Programme and resources. All staff has completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills. All support staff are effectively deployed to ensure pupil progress, independence and value for money.</p>
<p>Behavioural, Emotional and Social Development Needs Emotional</p>	<p>SEAL Friends Programme Social stories, Comic Strip Conversations Circle time Building on Social Skills</p>	<p>Teachers and TAs help develop social skills, self-awareness and self esteem. All staff qualified in Team Teach Circle Time training (SENCo and HLTA). HLTA trained to use Elklan social skills</p>

<p>development/Pastoral care:</p>	<p>Socially Speaking</p> <p>A quite safe place for time out.</p>	<p>programme.</p> <p>The school provides effective pastoral care for all its pupils and is supportive of their needs by the pupils themselves.</p> <p>The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.</p> <p>Small group targeted programs are delivered to pupils to improve social skills and emotional resilience as well as 1:1 support.</p> <p>We seek external advice with agencies such as CAMHs</p>
<p>Behaviour</p>	<p>Social Stories</p> <p>Team Teach</p> <p>leps: targets set. Rewards to motivate</p> <p>A quite place for time out.</p>	<p>All staff have received TeamTeach behaviour training which incorporates positive handling.</p> <p>We use this program to ensure the safety of all members of our school.</p> <p>We provide a variety of strategies and pastoral support for children and their families as required.</p> <p>The school's behaviour systems are exclusively based on a positive approach.</p>

		<p>The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</p> <p>Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</p>
Provision for supporting relationships between peers:	<p>Playground Buddies</p> <p>Circle time</p> <p>SEAL</p>	<p>The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.</p> <p>Small group targeted programs are delivered to pupils to improve social skills and emotional resilience.</p> <p>Games provide opportunities to talk about their problems and can spend time there with small group of friends to talk about their issues.</p>
Provision for supporting Children's relationships with parents:	<p>CAF process.</p> <p>Use of School Nurse</p> <p>Meetings with parents and children when appropriate to discuss difficulties.</p>	<p>Communication with parents is of paramount importance.</p> <p>External support is sought and any advice implemented to support individual pupils' needs.</p> <p>Support is offered to parents and agencies/courses signposted to families.</p>
Social	Pupil Premium	Communication with parents. Parent

	<p>Free School Meals etc</p> <p>Pupil Voice</p> <p>After school clubs, breakfast club etc</p>	<p>involvement with target setting.</p> <p>The School Council provides a 'pupil voice' which can lead to changes in school practices and procedures and encourage a greater level of involvement.</p> <p>All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils.</p>
Hearing impairment	<p>Sound field Systems in all classrooms and Hall.</p>	<p>Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed.</p> <p>ICT is used to increase access to the curriculum where appropriate.</p>
Visual impairment	<p>Provision of appropriate materials such as large text, coloured overlays etc.</p>	<p>External support is sought and any advice implemented to support individual pupils' needs.</p>
Physical difficulties	<p>Gross Motor exercise programme set by the Physiotherapist.</p> <p>1:1/Small Group fine motor support twice</p> <p>Write from the Start Programme.</p>	<p>We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are</p>

	<p>Writing slopes, special writing aids, pencil grips etc provided.</p>	<p>committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We strive to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. External support is sought from the Physiotherapist and advice implemented to support individual pupils' needs. Trained SEN TA follows program set by Physiotherapy team and meets termly with Physiotherapist to discuss program. Occupational Therapy Support is sought and any advice/program implemented by a TA to support individual pupils' needs on a 1:1 basis.</p>
<p>Medical difficulties</p>	<p>Care plans are set up for children with medical conditions such as Asthma, Diabetes, Cystic Fibrosis etc</p> <p>Regular meeting set up between parents, professionals Assistant SENCO</p>	<p>All TAs have received first aid training. Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes. Additional adults are deployed to increase pupil</p>

	<p>and TAs where appropriate.</p>	<p>success and independence. Our staff understand and implement the medicine administration policy. The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</p>
<p>Monitoring of provision Impact and quality:</p>	<p>Pupil tracking Pupil progress meetings SENCo monitoring Staff training Regular classroom observations.</p>	<p>Pupils tracked by monitoring system, carried out by deputy head. Pupil progress meetings termly spot pupils whose progress may have slowed, and short term interventions are put in place accordingly and reviewed regularly by the SENCo. Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils. Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils. All staff has completed CPD in relation to</p>

		<p>meeting pupils' needs within the classroom and there is an on-going program to update these skills.</p> <p>All support staff are effectively deployed to ensure pupil progress, independence and value for money.</p>
Arrangements to support staff development:		<p>Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</p> <p>All staff has completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills.</p>
Provision mapping and resource accountability:		<p>We use a tracking system that is available to all staff and to monitor progress carefully.</p> <p>Regular meetings ensure that Governors are kept aware of SEND in school.</p> <p>School policies are reviewed on a regular basis to promote improved standards and contain appropriate targets/success criteria.</p>
Relationships with parents:	<p>Teacher/parent consultations.</p> <p>Meetings with SENCo.</p>	<p>Head and the Deputy Head have Safeguarding training.</p>

	<p>SEND Action Group CAFTAC meetings. Annual Reviews. Phone calls when appropriate. Emails. Home school books.</p>	<p>Communication with parents is of paramount importance, therefore a good relationship is formed through meetings either formal or informal when appropriate. Teaching staff are on hand after school to meet with parents and hold regular Parent Teacher meetings to discuss pupil progress.</p>
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