

## THE LOCAL OFFER 2024 - 2025

### Summary of Services and Support offered at **Whiston Junior and Infant School**

| Universal                           |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Additional School Support (no EHC plan)                                                                                                                                                                                                                                                                                              | With EHC                                                                                                                                               |
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| Communication and Interaction Needs | Autism | <p>Visual timetables used in all classrooms. From Y1 - Y6 all morning routines follow the same timetable.</p> <p>Staff are regularly updated and good practice is shared by the SENCO during staff meetings to reduce barriers to learning – social, language, behaviour, as well as to use social stories &amp; other strategies.</p> <p>All staff members received training – Making Sense of Autism – Autism Education Trust – in September 2021</p> <p>Teachers and Teaching Assistants completed the second stage of Autism Education Trust training – Good Autism Practice - in the Autumn Term (2022).</p> <p>Teachers and Teaching Assistants were also invited to complete the Autism and Anxiety module - in the Autumn Term (2022).</p> <p>Extra transition preparation is provided for those who require it in the form of extra visits and transition passports. To support transition, staff create a transition passport for identified pupils. They are able to take this home during the summer to help support the family in preparation for the return to school in September.</p> <p>All children's outcomes are reviewed on a termly basis, children with ASD may also have an extra review just before the summer break and just after the summer holiday to ensure transition has run smoothly.</p> <p>The Specialist Inclusion Team are called in for support/advice as required.</p> | <p>SIT are contacted if further support is required.</p> <p>If required social groups are formed to support children with ASD which aims to support children in understanding good language, facial expressions and how to deal with social scenarios.</p> <p>Where appropriate children with ASD are encouraged to play Boccia.</p> | <p>The Specialist Inclusion Team – which until 2021 was two teams (LSS and the Autism Outreach team) are called in for support/advice as required.</p> |

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|  | <p>Speech, Language and Communication Needs</p> | <p>Phonics teaching is a high priority for all children in school.</p> <p>TAs have regular training and support to ensure phonic knowledge is up to date.</p> <p>Little Wandle (a SSP – Systematic Synthetic Phonics programme) was introduced and implemented in the academic year (2021-2022). The phonics lead delivered initial training and then teachers and the Cover Supervisor in FS2 and KS1 took part in online training in order to deliver and resource best practice lessons. TAs then observed lessons and received online training from the Little Wandle platform. The school are now using Little Wandle to effectively plan, deliver and assess effective phonics and early reading sessions.</p> <p>If any children require extra support teachers plan for extra sessions which are delivered in small groups by the class or trained TA for the specific intervention following the Little Wandle programme.</p> <p>Parents are always informed. If the support is required to a higher degree advice maybe sought by the SENCO and the child may be placed on the SEN register for further support.</p> <p>Children with EAL work on the SEEMA programme (where appropriate) which is designed to help them develop their language and vocabulary skills. However, children with EAL but not SEN needs will not be classed as having SEN.</p> | <p>Children who require Speech and Language support do so as suggested by the Speech and Language Therapy team.</p> <p>TAs carrying out the support are given as much support as possible by the SaLT team during the reviews and meetings in school with the child where necessary/ appropriate.</p> <p>TAs also support the child in class to ensure that the targets are being transferred in class.</p> <p>Colourful Semantics is used to support children with sentence building and communication.</p> <p>Time to Talk sessions teach and develop oral language and social interaction skills.</p> <p>Sliding in/building relationships interventions support children who need support to speak in</p> | <p>Speech and Language support is given to the children - following advice.</p> <p>Targets are then supported through various activities within the class to ensure that skills are transferred.</p> <p>Talk Boost is mentioned as an intervention in some EHCPs and used with targeted children.</p> |
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|                              |                         | <p>Staff plan for opportunities for all children to discuss new ideas, concepts and ask and answer questions into whole class learning to develop confidence and independence.</p> <p><b>Talk Boost</b> – A language boost programme was introduced in 2021-2022 - targeted provision is now in place with identified children. The intervention is having an impact on language skills. The SENDCo and three members of staff were trained to deliver this intervention.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>school. The SENDCo and two TAs have been trained to deliver these sessions.</p> <p>Talk Boost is also used with children who need additional support with regards to SEN.</p>                                                                                                                                                                                      |                                                                                                                                                                  |
| Cognition and Learning Needs | Moderate Learning Needs | <p>Targeted support for 'pre-learning' and interventions are planned by the class teacher for the children who require it.</p> <p>Pre and post learning sessions take place in all subject areas and knowledge organisers are used to support understanding and 'sticky' knowledge.</p> <p>Resources are used as and when necessary to support daily lessons such as the Numicon Maths resource and 'Project X Code' and 'Little Wandle Big Cat books' books that are used to support reading.</p> <p>The SENCO arranges training from the Specialist Inclusion Team/the school's Educational Psychology Service in how to best support and identify children with cognition and learning needs where necessary and appropriate.</p> <p>Phonics groups are run throughout school based on the Little Wandle programme and children are targeted for 'keep up' sessions. These groups</p> | <p>Individual learning plans are written. Children may work on the LSP programme which is overseen by the Specialist Inclusion Team. Children will have scaffolded learning in the classroom, with additional adult support at appropriate times.</p> <p>Plus 1 and Power of 2 maths sessions provide a coaching system to support maths in the long term memory.</p> | <p>Individual learning plans are written. Children may work on the LSP programme which is overseen by the SIT. Children have 1:1 support in class from a TA.</p> |

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|  |                                | <p>are for children who have developed gaps in their phonic knowledge.</p> <p>Throughout the school, the SLT identifies children who may require targeted support to improve their skills in English and Mathematics. This is planned and organised by the class teacher and delivered by a TA to ensure the skills are transferred into independent learning.</p> <p>Reading and comprehension sessions support all children.</p> <p>Pre and post maths sessions support all children to 'keep up'. Take 3 sessions support the children in maths lessons and Links supports the children in writing sessions to apply prior learning.</p> |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                    |
|  | Specific Learning Difficulties | <p>Children can be supported to aid independence with a range of specialised resources from pencil grips, slopes, word lists, note-taking scribes, talk tins, wobble cushions and seating allocation.</p> <p>Resources are used as and when necessary to support daily lessons such as the Numicon Maths resource and 'Project X Code' and 'Little Wandle Big Cat books' books that are used to support reading.</p> <p>Interactive whiteboards in all classrooms<br/>High number of computers/ I pads for pupils<br/>Engaging texts/ scheme for older struggling readers.</p>                                                              | <p>Individual learning plans are written. Children may work on the LSP programme which is overseen by the SIT.</p> <p>One TA and one teacher have received Dyscalculia Training from the SIT (the TA was trained in the academic year 2019 – 2020 and the teacher received training in this academic year (2021 – 2022) (GH &amp; KF).</p> | <p>Individual learning plans are written. Children may work on the LSP programme which is overseen by the SIT.</p> |

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|  |  | <p>Children with SPLD have timetabled sessions with a TA organised and planned by the class teacher in whatever area needed (e.g. handwriting, reading and fine motor skills intervention programmes).</p> | <p>All staff in school were invited to the Specialist Inclusion Team Staff Meeting - Understanding Dyslexia, the Educational Psychologist led staff meeting – Emotion Coaching and the Emotional Literacy Support Assistant meeting.</p> <p>All staff in school were invited to the Specialist Inclusion Team Staff Meeting – regarding Demand Avoidance led by Andrea Barlow on 7.11.23</p> <p>Training for precision teaching to support reading, especially for dyslexic children (Sept 2019) for specific teaching assistants across KS1 &amp; KS2 delivered by an Educational Psychologist.</p> <p>Toe by Toe supports pupils with dyslexia/difficulties that are commensurate with dyslexia.</p> |  |
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|  |  |  | <p>Dyslexia Screening has been carried out with specific children over the last four academic years (delivered by the Specialist Inclusion Team) – progress has been made by all children and the new resources and training have supported staff to deliver interventions to support them.</p> <p>Precision Teaching Training was delivered (in the academic year 2019 - 2020) by an educational psychologist, who worked closely with our school, Dr. Abdul-Fattah Yafai.</p> <p>Phonics –</p> <p>Little Wandle (a SSP – Systematic Synthetic Phonics programme) was introduced and implemented in the academic year (2021-2022) to ensure that children in EYFS and KS1 are taught an effective programme of phonics and children in KS2 continue to access effective phonics teaching in KS2 to</p> |  |
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|                                           |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | support those who did not achieve or had just achieved the pass mark for phonics screening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Social, Emotional and Mental Health Needs | Social Needs | <p>A register is updated on a termly basis of any child who has any social, emotional or mental health needs.</p> <p>Structured lunch time to support children with social difficulties.</p> <p>The school aims to support both the child and family wherever possible, sometimes this may be signposting on other occasions this may involve referring to a specialised service such as the Early Help Team, the Rotherham Parent Carer Forum and CAHMS.</p> <p>Whole school representation on School Council, contributing to ideas to raise engagement, e.g. The development of the school playground.</p> <p>After school clubs and lunch time clubs including sport, Lego, board games, art and knitting have been effective in previous years.</p> <p>House System: all pupils belong to a House. They collect House Points for effort, good work and positive social interaction, celebrating weekly which House has gained the most points.</p> <p>Buddy bench - a buddy bench is situated in the playground for children who are in need of a buddy and someone to talk to.</p> | <p>If staff feel that a child requires more individual support they will consult with the SENDCO.</p> <p>The staff will complete an assessment of the child using the ELSA assessment profiles which will then provide suggested targets and interventions to best support the child.</p> <p>Once targets have been identified by staff and parents, teachers (in consultation with the SENCO) will plan for interventions to support individual needs. This is usually carried out by a trained TA.</p> <p>The benefit of this is that children have continual access to that member of staff who can monitor their needs and intervene if necessary. On some occasions the role will be taken by one of our HLTAs who has had more training in a</p> | <p>Children work with TAs or HLTAs in either nurture groups or 1:1 to support individual needs.</p> <p>The Educational Psychologist may be called in to give support/advice.</p> <p>Bonding through Play training took place last year – the SENDCO and 2 TAs took part in this training. Bonding through Play is a student centred therapeutic activity for enhancing and building: attachment, self-esteem, trust and positive engagement. It is based on healthy interactions between parent and child (or teacher and pupil), regardless of the age of the child, helping develop an emotional literacy in a safe space and time frame.</p> |

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|  |  | <p>Play Buddies – from May 2022 Play Buddies were introduced to support play alongside a new Playground Charter to support enjoyable and safe playtimes</p> <p>Trained Sports Leaders also continue to organise games and activities for children.</p> <p>Lunchtime Play Leaders (trained member of staff to organise, encourage and support children who have difficulties or require further support).</p> <p>The SENDO will always ask for additional advice or support from the Specialist Inclusion Team and/or the Educational Psychology Service, where appropriate.</p> <p>The Educational Psychologist may be called in to give support/advice.</p> <p>Social Services may be involved with some families.</p> <p>Alongside this, attendance is monitored and supported. An Early Help link worker is contacted to support families and school through the Early Help and family engagement department.</p> <p>Nurture/Talk sessions, PSHE lessons support children with confidence.</p> <p>2023 – 2024 - One member of staff has been accredited as a Positive Regard Specialist Leader who works with schools to provide guidance on how best to use a relational approach when working with children across the Trust. This supports all children with their own</p> | <p>particular area (for example bereavement or parental separation). These sessions will be totally dependent upon the child's needs so the frequency and number of children within the intervention will differ. We do aim for each intervention to run for at least 6 weeks to ensure that impact can be made. Following this a further assessment will be done to measure the impact and look forward to further actions if necessary.</p> <p>Examples of nurture groups have included Road Safety Group (focus on personal safety) and Gardening club and Lego Club in the past. All clubs deal with independence. They give the children time to think, reflect and talk in a small group; giving children the opportunity to chat and develop sharing, listening and conversation. All groups adapt the focus depending on the needs of the children.</p> | <p>Three TAs and the SENDCO were trained in how to implement Social Stories and Comic Strip conversations to support children with SEMH needs.</p> |
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|  |  | behaviour management and with their skills in building positive relationships with others. | <p>As required in response to individual need:</p> <ul style="list-style-type: none"> <li>• Referrals, reviews and target setting by Educational Psychologist</li> <li>- Counselling sessions 1:1 with external counsellor</li> <li>- CAMHS Locality Worker</li> <li>• Referrals and visit by CAMHS workers ( Child and Adolescent Mental Health Service)</li> <li>• Emotional Wellbeing Days have taken place in the past</li> <li>• ASPIRE</li> <li>• Barnardo's</li> </ul> <p>Two HLTAs have been trained in planning and implementing the ELSA (Emotional Literacy support Assistant) programme for targeted children and one TA is now the school's ELSA from 2024.</p> <p>The 'Get Real Team' can also be called upon to work with "Looked After" children. ASPIRE – Rotherham - pupil referral unit have also worked with children in school to support them with SEMH needs and they have worked with</p> |  |
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|  |  |  | <p>adults in school to train and support them with supporting individuals. (in the 2021 and 2022)</p> <p>Barnardo's – supports school with advice and strategies when needed/where appropriate.</p> <p>Time to Talk sessions teach and develop oral language and social interaction skills.</p> <p>Sliding in/building relationships interventions support children who need support to speak in school. The SENDCo and two TAs have been trained to deliver these sessions.</p> <p>Lego Therapy sessions support children to develop social, communication and collaboration skills. Lego Therapy has been led by one member of staff who had support in learning and delivering this intervention.</p> |  |
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|  |  |  | <p>SEMH intervention:<br/>Nurture talk groups support children with friendships and allow them time to talk with an adult.</p> <p>Bonding through Play training has taken place—the SENDCO and 2 TAs took part in this training. Bonding through Play is a student centred therapeutic activity for enhancing and building: attachment, self-esteem, trust and positive engagement. It is based on healthy interactions between parent and child (or teacher and pupil), regardless of the age of the child, helping develop an emotional literacy in a safe space and time frame.</p> <p>Three TAs and the SENDCO were trained in how to implement Social Stories and Comic Strip conversations to support children with SEMH needs.</p> |  |
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|  |                 |                                                                                                                                                                                                                                                                        | <p>The school works closely with Virtual Schools and the Look After Children social workers to organise meetings so that there is a welfare and target setting meeting half-termly to support these families in school.</p> <p>2023 – 2024 - One member of staff has been accredited as a Positive Regard Specialist Leader who works with schools to provide guidance on how best to use a relational approach when working with children across the Trust. This supports all children with their own behaviour management and with their skills in building positive relationships with others.</p> |          |
|  | Emotional Needs | <p>As above.<br/>Social Stories are used for children who have Autism and/or SEMH difficulties.<br/>Annual Emotional Well Being Week.</p> <p>Due to the Lockdown, we planned and delivered a Trauma Informed approach to support all children to return to school.</p> | <p>As above<br/>STAR (Setting Trigger Action Result/Response) approach is used to identify behavioural triggers to implement support needed via Arbor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            | As above |

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|                            | Mental Health Needs      | As above                                                                                                                                                                                                                                                                                                                       | As above<br>For children and families that require additional support they may be referred to one of the outside agencies that support school such as the CAHMs.                                                                                          | The Get Real Team also works with “Looked after” children where appropriate.<br>ASPIRE – support children, who have been referred to their service, due to SEMH needs.                                                                                                                                            |
| Sensory and Physical Needs | Hearing Impairment Needs | Teacher will be advised from the SENCO, previous teachers and TAs of how to best support the child in class.<br>All staff are made aware of any difficulties a child has so that during unstructured times such as lunch the child can be supported in the best way.<br>The Hearing-Impaired team works in school as required. | Effective liaison with visiting teachers of children with hearing impairments as required.<br>Staff trained to support the children using complex hearing aids                                                                                            | When required the Hearing-Impaired team works in school and children have regular reviews with the HI team, SENCO, Class teacher, TA and parents.<br>Effective liaison with visiting teacher of children with hearing impairments as required<br>Staff trained to support the children using complex hearing aids |
|                            | Visual Impairment Needs  | As above<br>The Visually Impaired service works in school as required.                                                                                                                                                                                                                                                         | Effective liaison with visiting teacher of children with visual impairments.<br>Staff who work with children with VI receive bespoke training from the Local Authority VI team and support to deliver the provision of suitable materials and programmes. | The Visually Impaired service works in school as required                                                                                                                                                                                                                                                         |

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|                            | Multi-Sensory Impairment Needs | The whole of the curriculum is taught with a multi- sensory approach so that children learn by listening, speaking and doing.                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                       |
| Physical and Medical Needs | Physical Needs                 | Where necessary programmes are carried out such as the 'Jump Ahead' programme to help children to develop their motor skills.<br>Care plans written with advice from necessary professionals (Occupational Therapists, Physiotherapists etc.) to ensure the child is best supported in school. | Specialist professionals such as Occupational Therapists and Physiotherapists involved where needed.<br>Adapted cutlery, furniture and equipment<br>PE sessions for pupils using wheelchairs, and with limited mobility<br>All staff moving / handling trained where necessary.                        | Regular reviews with the outside agencies that support the child are supported by the SENCO, Class teacher, TA and parents.<br>Wherever possible the child is involved in giving their views and in target setting.<br>Risk assessments are always carried out where necessary to ensure the child is best supported in all areas in their education. |
|                            | Medical Needs                  | Advice taken from CDC at Rotherham Hospital<br>Care plans written and reviewed.<br>All staff (including kitchen staff) are aware of all children's allergies.                                                                                                                                  | Advice taken from CDC at Rotherham Hospital<br>School nurse invited to reviews and target setting meetings where necessary.<br>Where necessary staff are trained in administration of medication (EPI pen training, diabetes injections etc.).<br>Vast majority of staff trained in First Aid At Work. | Advice taken from CDC and trained professionals                                                                                                                                                                                                                                                                                                       |

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|  |  |  | Members of staff trained in Paediatric First Aid. |  |
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| Type of Support                                                                                                     | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Whole school Behaviour Strategy/System                                                                              | Please see the school's website for further details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND | <p>Children with SEND are noted on teachers' planning and where necessary changes are made to ensure all children can access the learning in the most interesting way.</p> <p>TAs are based in class during the morning and are fully aware of children's learning needs. TAs support target groups, individuals in 1:1, attend reviews and attend any additional training where possible.</p> <p>Risk assessments are always carried out.</p> <p>All children have access to a Teaching Assistant to support their specific needs.</p> <p>Expectations for all children, including those children with SEND, are high.</p> <p>TAs lead target groups, 1:1 sessions planned by the class teacher offering highly personalised and targeted learning sessions. Independent activities are planned regularly and carefully for children with SEND to ensure that they are able to become increasingly independent.</p> <p>Individual timetables as appropriate</p> <p>Effective provision of IT throughout school</p> <p>Effective partnerships with allied professions – Specialist Inclusion Team, physiotherapists, Occupational Therapist, Educational Psychologist, Visual/ Hearing Impaired Service, ASPIRE</p> <p>Independent learning is a key school priority targeted across school through training and staff development</p> <p>Sports Leader Programme.</p> |
| Support/supervision at unstructured times of the day including personal care                                        | <p>All staff, including SMSAs and lunch staff are aware of all children with SEND and SEMH.</p> <p>WHAM time – structure break time led by Teaching Assistants who knows the children's needs well.</p> <p>High level of staffing at lunch times, promoting development of social interaction.</p> <p>Play equipment available, supervised by staff</p> <p>Lunch Clubs for specific targeted interventions/children - sports, Lego, games club.</p> <p>Quiet reading area provided inside and outside.</p> <p>Quiet sitting area (Seaside garden)</p> <p>Timetabled physical activities (ball cage for football/tennis and Trim Trail)</p> <p>The SMSAs use a reward system to support all children in making the 'right choices' that is feedback to teachers and is recognised at the weekly 'Excellence Assembly'.</p> <p>Caretaker Award for super classrooms are awarded each week.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                       | <p>The lead teacher for PE has trained children to be 'Sport Leaders' who help support play times in organising games, setting out equipment in zoned areas so that all children can enjoy the break time in their own way, whether it is a running game, ball game, accessing the trim trail, colouring in, completing puzzles or being able to relax in the seaside garden.</p> <p>A 'Play Leader' member of staff is to be employed to help support games, social skills and managing behaviour during lunch times.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Planning for, assessment of, and identification of children with SEND | <p>Each term the Head Teacher, Deputy Head Teacher and SENCO will discuss the data that teachers have inputted and they will analyse pupil progress. The progress will then be discussed at Pupil Progress meetings with the Head Teacher and Class Teacher; there will be focus on the children who have not made expected progress and it will be noted if there is an issue with attendance, family difficulties or illness. The teacher will then provide the children with an opportunity to catch up in the form of targeted support, usually with a small group of children with the class TA three times a week for about 20mins per session. Parents will be informed of this. Following an eight week block the child will then be assessed, if the child is still having difficulty the SENCO will meet with the class teacher, TA and parents to discuss additional support. This support maybe 1:1 support in class, a referral to an outside agency, advice for the parents. The child's progress towards outcomes set will then be reviewed on a termly basis. Parents and pupils will be part of the Graduated Response as outlined in our SEN Information Report/SEN Policy. EHC Plans will be annually reviewed and submitted to the Local Authority.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Staff training for meeting needs of children with SEND                | <p>The SENCO completes a needs analysis on a yearly basis to see where further support and training is required. As there are a number of members of staff with particular strengths in school sometimes the support may come from staff workshops, discussions, observation or shadowing. Where greater expertise is required staff may attend training courses. The SENCO began to implement new ways to support training needs by planning to lead teaching staff and TA meetings with a focus on specific needs (such as Selective Mutism) and a focus on specific children. This training took place during 2020-2021 and supported children with specific needs. During the Summer Term of 2021, the SENCO was trained to deliver the Autism Education Trust training: Making Sense of Autism and Good Autism Practice and was delivered during the academic year 2021-2022 and 2022-2023 to school staff. Training/meetings will continue during 2022-2023 to deliver relevant training and draw on effective practice and CPD given through INSET days, staff meetings, training sessions and nano-presentations. There will also be training meetings that may include Focus Around the Child meetings, SEND Focussed discussions and whole group discussions drawing on good practice. Transition meetings take place so that new teachers are prepared for their next class and how to meet their needs. Training sessions and staff meetings are timetabled for all staff throughout the year in staff meetings led by the SENDCo, other members of staff and external agencies.</p> <p>In November 2023 training was delivered by the SIT team as mentioned above based on Demand Avoidance.</p> |



|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | One member of staff has been accredited as a Positive Regard Specialist Leader.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Liaison/communication with parents                     | <p>Communication is the main priority with parents.</p> <p>Teachers keep parents updated throughout the year: informal chats, parental consultations and through sharing learning.</p> <p>If a child is accessing additional support (regarded as SEND) parents are informed of this.</p> <p>Wherever possible the parents and the children need to be involved in the discussion and the decisions when targeted support is decided.</p> <p>Regular reviews are held with parents of children on the SEND register. Please refer to our SEN Information Report/SEND Policy.</p> <p>Regular parent and pupil questionnaires.</p> <p>Regular newsletters.</p> <p>Family learning sessions.</p> <p>Parent workshops during and after school.</p>                                                                                    |
| Liaison / communication with children and young people | <p>Children's views are always sought and taken into consideration when making decisions about targeted support.</p> <p>Children are made aware of their targets in reading, writing and maths. If they have an LSP/IEP, they are made aware of the targets that have been set.</p> <p>Children are involved in reviews where it is appropriate.</p> <p>Annual pupil questionnaire.</p> <p>Regular school council meetings to listen to pupil voice.</p> <p>Assemblies to encourage pupil voice.</p> <p>Confidential 'worries, thoughts and suggestions' box in each class.</p> <p>Each child on the SEN Register developed their own Pupil Profile to share their 'voice' and view with others and they completed a Pupil Voice Checklist so that their needs could be met in the best, most appropriate and supportive way.</p> |
| Liaison / communication with External Services         | <p>The SENCO strives to keep regular contact with all external services and invite them to attend reviews where appropriate. (E.g. SIT, Educational Psychology service, Occupational Therapists, Speech Therapy Service, Get Real Team, Social Workers, School Nurse, Visual and Hearing Impaired Services, Autism Outreach Service).</p> <p>The SENCO attends regular network meetings and group meetings with other schools in the learning community.</p> <p>Effective liaison with social services to support children and families</p> <p>Historically and pre-COVID, local High Schools have provided a wide range of activities including sport, science, music and drama</p>                                                                                                                                              |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access to medical intervention or provision for medical needs | <p>Training on allergies including anaphylaxis are undertaken by staff on a 12 monthly cycle, this includes epi-pen training. Where a child may have need of an epi-pen, these are stored safely in a locked cupboard. A high percentage of staff are first aid trained (this is updated every 3 years).</p> <p>Where a child needs an inhaler these are kept in the classroom's First Aid locked cupboard.</p> <p>Health Care plans are written for children who have very particular needs.</p>                                                                                                                                |
| Transition Provision                                          | <p>Children who are transitioning to a new setting (be it FS1 to FS2, KS2 to KS3 or to a new school) are given as much support as possible.</p> <p>The school is currently working hard to improve the relationships between the feeder schools to ensure that transition is as smooth as possible.</p> <p>The secondary schools also attend parent's evenings in the Autumn and Summer term during Year 5 and Year 6 to meet with parents.</p> <p>Children with SEND may have extra visits to the school with parents or TA's. Staff from the KS3 school have been invited in to meet with the children to discuss further.</p> |

#### Glossary of SEND acronyms

|                                      |                                              |         |                                                    |
|--------------------------------------|----------------------------------------------|---------|----------------------------------------------------|
| <b>Glossary of SEND acronyms</b> ACT | Autism and Communication Team                | IBP     | Individual Behaviour Plan                          |
| ADD                                  | Attention Deficit Disorder                   | IEP/ILP | Individual Education Plan/Individual Learning plan |
| ADHD                                 | Attention Deficit and Hyperactivity Disorder | INSET   | In-Service Education and Training                  |
| ALS                                  | Additional Literacy Support Programme        | LA      | Local Authority                                    |

|           |                                                                      |          |                                                                                                                                 |
|-----------|----------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------|
| AS        | Asperger Syndrome                                                    | LAC      | Looked after Child                                                                                                              |
| ASD (ASC) | Autism Spectrum Disorder (Condition)                                 | LSA      | Learning Support Advisor                                                                                                        |
| BESD      | Behavioural, emotional and social difficulties                       | LSI      | School based Learning Support Programme                                                                                         |
| BST       | Behaviour Support Team                                               | LSP      | Learning Support Programme (written in liaison with the SENDCo or a specialist teacher)                                         |
| CAF       | Common Assessment Framework                                          | LSS      | Learning Support Service                                                                                                        |
| CAMHS     | Child Adolescent Mental Health Service                               | MAGS     | Mapping Attainment Grid                                                                                                         |
| CDT       | Children and Disabilities Team                                       | MLD      | Moderate Learning Difficulties                                                                                                  |
| CPD       | Continuing Professional Development                                  | NC       | National Curriculum                                                                                                             |
| CYPS      | Children and Young People's Services                                 | OT       | Occupational Therapist                                                                                                          |
| DCD       | Developmental Co-Ordination Difficulties                             | P Levels | Assessment tool for pupils working below Level One of National Curriculum                                                       |
| DDA       | Disability Discrimination Act                                        | PAT      | Phonological Awareness Training                                                                                                 |
| DfE       | Department for Education                                             | PIVATs   | Performance Indicators for Value Added Target Setting (an assessment tool for schools to break down levels into smaller steps). |
| EAL       | English as an Additional Language                                    | PMLD     | Profound and Multiple Learning Difficulties                                                                                     |
| EALIP     | English as an Additional Language Intensive (Introductory) Programme | PPA      | Planning, Preparation and Assessment                                                                                            |
| EBD       | Emotional and Behavioural Difficulties                               | PSA      | Parent Support Adviser                                                                                                          |
| EHCP      | Education Health Care Plan                                           | PSD      | Personal and Social Development                                                                                                 |
| ELS       | Early Literacy Support                                               | PSHE     | Personal, Social, Health Education                                                                                              |
| EMS       | Education Management System                                          | PSP      | Pastoral Support Programme/Plan                                                                                                 |
| EP        | Educational Psychologists                                            | QTS      | Qualified Teacher Status                                                                                                        |
| EPS       | Educational Psychologist Service                                     | READ     | Rotherham Enhanced Action for Dyslexia                                                                                          |
| EWO       | Education Welfare Officer                                            | RNIB     | Royal National Institute for the Blind                                                                                          |

|      |                                        |        |                                                                       |
|------|----------------------------------------|--------|-----------------------------------------------------------------------|
| DfE  | Department for Education               | ELSA   | Emotional Literacy Support Assistant                                  |
| EYA  | Early Years Action                     | S      | Statement of Need – now EHCP                                          |
| EYA+ | Early Years Action Plus                | SA     | School Action                                                         |
| EYC  | Early Years and Childcare              | SA+    | School Action plus                                                    |
| EYFS | Early Years Foundation Stage           | SALT   | Speech and Language Therapist/Team                                    |
|      |                                        | SIT    | School Inclusion Team – ACT and LSS merged and are now called the SIT |
| FFT  | Fisher Family Trust Literacy Programme | SDP    | School Development Plan                                               |
| FS1  | Foundation Stage 1                     | SEAL   | Social and Emotional Aspects of Learning                              |
| FS2  | Foundation Stage 2                     | SEMH   | Social, Emotional, Mental Health                                      |
| FSM  | Free School Meals                      | SEN    | Special Educational Needs                                             |
|      |                                        | SEND   | Special Educational Needs and Disabilities                            |
| HLTA | Higher Level Teaching Assistant        | SENDCO | Special Educational Needs and Disabilities Co-ordinator               |
|      |                                        | SIMS   | Schools Information Management System                                 |
|      |                                        | SLCN   | Speech Language and Communication Needs                               |
|      |                                        | SLT    | Senior Leadership Team                                                |
|      |                                        | SMART  | Specific, Measurable, Achievable, Realistic, Timely (targets)         |
|      |                                        | SMSA   | School Meals Supervising Assistant                                    |
|      |                                        | SSP    | SEN Support Plan                                                      |
|      |                                        | SPLD   | Specific Learning Difficulties e.g. Dyslexia                          |
|      |                                        | TA     | Teaching Assistant                                                    |
|      |                                        | VI     | Visually Impaired                                                     |

|                                       |                               |                            |                |
|---------------------------------------|-------------------------------|----------------------------|----------------|
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| <b>Approved by:</b>                   | Tina Angell (Head Teacher)    | <b>Date:</b>               | 10.07.24       |
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