The Bellbird Primary School

'Soaring to Success'

School Local Offer for Pupils with Special Educational Needs and Disability (SEND)
The Bellbird Primary School is an inclusive school and may offer the following range of provision to support children with SEND.

Intervention
Social Skills programmes/ support including strategies to enhance self esteem • Pupils are supported in short, small group sessions, depending on their identified needs to discuss strategies to develop self esteem. • We have weekly Celebration Assemblies to which families may attend. We reward effort, achievement, being a good citizen and many other aspects of school life. • We have access to SEAL materials to support our daily assemblies. • We have Playground Buddies who are trained to play with and alongside younger and less confident children at playtimes. • Each class has one representative on the School Council • The whole school is divided into 4 houses, Sapphire, Ruby, Amethyst and Emerald. Children in Year 6 are House Leaders • We invite particular children to access Sports (Multi Skills/ Sensory Circuits) and Drama focus activities to help encourage and boost their confidence.
Access to a supportive environment – IT facilities / equipment / resources (inc. preparation) • Staff have access to IWB, visualisers and cameras in all classrooms. • Children have access to laptops/ ipads / ipad minis as part of normal class provision. • Microphone system available to enhance hearing in main hall. • Devices for additional recording eg. Cameras, video recorders, voice recorders. • Audio books for group readers. • Pre teaching of strategies and vocabulary as required.
Strategies / programmes to support speech and language • Access to Speech and Language Therapist in school, both for parents and children. • We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child's parents at home in a 1-to-1 or individual setting (as suggested by the therapist). • Prompt and reminder cards for organisational purposes. • Pre teaching of strategies and vocabulary. • Access to own laptop if required. • Specialist equipment to access the curriculum.
Mentoring activities • Mentoring support from SENDCO / Class Teacher / TA. • In class strategies such as Talking Partners (Peer Mentoring). • Playground Buddies at lunch and playtimes.
Strategies to support / develop mathematics • Use of Sandwell to assess gaps in learning and baseline to ascertain progress. • Small group/ individual support for example with additional practice for number bonds or tables. • Use of Springboard Intervention and Narrowing the Gap materials for individuals. • TA led groups accessing strategies from support materials e.g. Numicon / Talking Maths / First Class @ Maths to address gaps in children's knowledge. • Use of small visual apparatus to support kinaesthetic learners. • Booster groups where appropriate in Y2, Y5 and Y6, for children who are on the cusp of meeting age related expectations or to enhance progress to greater depth knowledge.
Provision to facilitate/ support access to the curriculum • Small group support from TA. • 1:1 support in the classroom from a TA to facilitate access to whole class learning. • Use of specialist equipment such as seating, writing board for visually impaired. • Personalised activities / lessons as required – Responsive Teaching.
Strategies / support to develop independent learning • Use of visual timetables and checklists. • Vocabulary displays in the classroom e.g. Spotlight Words, Working Walls. • Access to Word mats, Number cards and dictionaries in all classrooms.

- Pre-teaching of vocabulary and content.
- Access to personal ICT if appropriate.
- Chunking of activities, responding to individual / group needs through distant marking.
- Use of individualised success criteria.
- Access to personal 'next steps' in learning.

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

- Playground Buddies available outdoors and during wet play times inside
- Named TA at playtimes.
- Midday staff aware of the need to monitor named individuals (Social Emotional and Mental Wellbeing).
- Reminding and supporting particular children to visit the toilet more frequently.
- Reminders to certain children to access water bottles more frequently.
- Relaxation Station during lunch break – facilitates children who require quieter, reflective activities
- Quieter areas available on the playground to allow children to have time out and space to reflect, draw or read quietly.
- Reading Rucksacks provided to all classes / Reading Tables clearly identified on the playground.
- Outdoor climbing equipment and structured play activities timetabled for all classes.

Planning and Assessment

- Children with particular needs / learning difficulties will be on the School SEND Register. Children with long term / complex needs may have an Educational Health and Care Plan (EHCP).
- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote excellence in learning for all.
- Teachers also plan additional provision for small groups and individuals to support their learning needs.
- Teachers assess pupils daily (Responsive Teaching) to see how they are accessing their learning. If gaps or misunderstandings are evident teachers may action Support Plans. Catch up / support materials, will be implemented and when completed children's progress will be reviewed.
- For pupils with more complex or severe learning difficulties the school may conclude that a child's learning, behavioural, emotional or mental difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. In such cases school could make request for an assessment for an Educational Health Care Plan.
- For pupils with SEND, teachers apply the criteria for access arrangements for children taking externally marked or moderated tests.

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

- In the Spring Term, all parents receive a full school report. Parents also receive a summary Report at the end of the Summer Term. If parents require a separate copy (for example separated parents) this can be arranged via the school office.
- There are termly opportunities for all parents to review their child's progress at Parents Consultation Evenings or Open Afternoons.
- At The Bellbird we have an open door policy and if necessary parents may speak to staff members at the start or at the end of the school day. Parents may also make an appointment to discuss more lengthy or private matters with teachers at a mutually convenient time to all parties.
- For pupils with Special Educational Needs the class teacher will contact parents termly to review progress and discuss their child's new targets.
- For pupils working with outside agencies such as Cambridgeshire Specialist Teaching Team, Speech and Language Therapist, Educational Psychologist etc. parents may be invited into school to meet with these professionals to understand the nature of the work they are doing.
- We contact parents termly to express our concerns and offer support to those whose children have poor attendance. Parents are not permitted to take their children out of school during term time unless for exceptional circumstances.
- We work with the Early Help Assessment system and have frequent Team Around the Child or Team Around the Family meetings (TAC or TAF meeting) for families who may be facing difficult situations.
- We liaise with Family Support Workers who can support families in need.
- We work with local Charities such as Huntington Charity and RDA to provide support and therapy for some families/pupils.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Intervention from an Occupational Therapist/Physiotherapist.
- Delivery of planned programmes by a TA.
- Provision of equipment / therapy as advised by specialists.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Planned programmes of support from SENCO / Class Teachers and TAs.
- Head Teacher and Deputy Head meet and greet children and their parents at KS1 and KS2 gates each morning.
- Teachers 'meet and greet' at the start and end of the day.
- Provision for 'meet and greet' for anxious pupils before other children arrive at the start of the school day.
- Playground Buddy system operates at play and lunchtimes.
- Regular parental contact sessions with an 'Open door' policy for those parents who are anxious or concerned over particular issues.
- We promote and engage in transition work for all our pupils across FS, KS1, KS2 and into KS3 when moving to Secondary Education.
- We provide extra Transition Support for children with SEND and others who may be especially anxious moving up to Secondary schools or transitioning to another school.
- We access and work alongside Family Support Workers and other targeted services.
- We collaborate with our School Nurse to support pupils with emotional needs.
- Referral to Child and Adult Mental Health Service and counselling support, both in school and outside of school e.g. CHUMS, JHC.
- We work closely with Family Support Workers (CAFs).
- We access training and support from The Emotional Health and Wellbeing Team – both in caring for ourselves and the children and families that we work with.

Strategies to support/develop literacy inc. reading

- Small group/ individual support for example with additional guided reading or phonics.
- Access to strategies based on Intervention Programmes e.g. 'Sir Kits Literacy', 'Pirate Intervention', 'Dragon Hunters' Improving Reading Comprehension and Enjoyment (Inference training).
- Intervention support offering additional guided reading/ comprehension practice – access to support based on Responsive Teaching.
- Booster groups where appropriate in Y2/Y5/Y6, for children who are on the cusp of meeting age related expectations or to enhance progress to greater depth knowledge.
- Support for those with specific difficulties e.g. memory – barrier games, word games.
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies.
- Handwriting support groups and opportunities for alternative ways of recording, other than writing.
- Targeted support from CREDS for those children who have English as an additional language.

Strategies to support/modify behaviour

- Use of The Bellbird Positive Behaviour Policy (available on school website).
- Use of Visual Timetables in all classrooms.
- We reward and celebrate positive behaviour and achievements (House System and Celebration Assemblies).
- Social Skills Support group and Lego Club (led by Pastoral Support TA).
- Home / School liaison communication book.
- Whole School use of 'My Concern.' – monitor behaviour / need for support.
- We work closely with Cambridgeshire Specialist Teaching Team, adopting Team Teach Strategies to support good behaviour choices and improved self-esteem for a small number of pupils who are significantly challenged with their behaviours.
- We are a United Nations Respecting School and hence respect the rights of children to access learning.

Access to medical interventions

- Provision of aids and resources to support learning.
- Strategies / provision for the use of personal medication.
- Access to the school nurse.

Staff are trained on an annual basis depending on the needs of children in our care eg for pupils with epilepsy and anaphylaxis (epipens).

We make reasonable adjustments, in accordance with a Pupil's Healthcare Plan from their GP/Specialist Nurse to support those pupils who have particular needs. (for example, those children with Type 1 diabetes)