

Hollinswood Primary School & Nursery

Local Offer – June 2018

Early Years

Entry into school

Nursery undertake an induction programme that includes a gradual entry into school and all children are offered taster sessions. For pupils with SEN, staff will visit current settings, meet with keyworkers and any other professional to ensure appropriate provision is in place.

When pupils move into reception they are offered a half day session to meet their teacher and some classmates. As part of this session, parents are invited in to share a school lunch with their child. For pupils with SEN, staff will visit current settings, meet with keyworker and any other professional to ensure appropriate provision is in place

Where pupils have additional needs on entry to Nursery or to Reception a deferred entry may be agreed in discussion with parents and other agencies, a deferral will mean that the pupil will still leave school at KS2 at the same age as their peers.

Transition

Reception pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with an Education, Health and Care Plan, to ensure that they are appropriately supported in conjunction with parents. This will often include visits to the pupil's prior setting prior to transition.

Early Years Pupils' Voice

Circle Time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. This activity may be incorporated for any subject but will occur weekly. Representatives from the reception class are included as part of the school council.

Early Years Parents Voice

Parents are welcomed into Nursery to attend induction meetings led by our Foundation team, where they can ask questions about their child(s) school life. Nursery staff also invite parents to settle their child into each session and have the opportunity to ask questions and share information. As a school we publish a newsletter half termly, to update parents regularly on school events, we also keep our twitter feed updated to inform parents of any school events on a more frequent basis.

As a school we have an 'open door' policy, parents are encouraged to bring their children into class and take part in a variety of early morning activities. This is a good opportunity for parents to speak to school staff.

Early Years Interventions

The Early Years team are regularly observing pupils and very quickly identify concerns and therefore develop strategies for supporting pupils either one to one or in small groups. The school has two Inclusion Leaders who support teachers in supporting pupils with additional needs. We recognise that it is important to identify difficulties so that early intervention can take place.

There are a number of interventions run throughout Early Years, for targeting specific children. If parents have a concern they are welcome to discuss this with the class teacher.

Interventions available with Early Years include;

- Coolkids
- 1:1 Reading support
- ELKAN
- MACPAC-developing auditory and visual memory skills.
- Social skills group
- Precision Teach
- SALLeY
- Creative writing group
- Practical Maths
- Listen with Lucy
- Build 2 Express
- Occupational Therapy-resource pack.
- Forest School Environment

Please see **Whole School provision Map** for further information.

SEND Procedures

The progress of all children is monitored regularly by all staff. We follow a 'Graduated response' when considering the progress of all pupils. This is a guide for all staff and parents for when considering appropriate support, (see attached). When staff feel additional support is required for the child, appropriate targets and provisions are identified using an Individual Provision Map (IPM). Further advice and support is regularly sought from outside agencies, for example speech therapy, occupational therapy and learning support and advisory teachers.

Where children have additional needs they will be supported in accessing the full curriculum. Teachers can seek additional funding and support through the Early Years Inclusion Panel.

If progress is still very limited the school and family may collaboratively request an Education, Health and Care needs assessment led by the Local Authority.

Early Years Resources

All children who attend our school have a right to a broad and balanced curriculum irrespective of their need. As a school we are inclusive with skilful differentiation using multisensory methods and technology.

- Writing slopes
- Pencils and pencil grips
- Different types of scissors
- Cushions
- Outdoor learning areas
- Role-play areas
- Gross and fine motor skills equipment
- Garden areas
- ICT resources
- Weighted blankets and cushions.

Accessibility

Early Years staff, support children with toileting needs, in conjunction with parents. The school has wheelchair access, such as ramps and there are disabled toilets for both adults and pupils.

Lunchtimes and Break times

Reception children have open access child initiated learning everyday so they do not join the KS1 pupils at morning playtime, however they do join them at lunchtime but for a shorter session.

Where Reception children have additional needs they may access one or more of the following lunch time interventions:

- One to one adult support
- Support to play in a smaller area of the playground

The catering team offer a wide range of specialist dietary requirement meals e.g. dairy free. All Early Years and KS1 children have fruit provided daily and are able to have a free lunch each day.

As part of the transition programme from Nursery to Reception, nursery children and their parents are invited to lunch.

Training and Qualifications

- Child Protection and Safeguarding
- Epi-pen training
- Asthma training
- Lifting and Managing
- Nurture group training
- Behaviour management
- MAPA training-physical intervention
- Sensory Inclusion hearing course
- First Aid
- Listen with Lucy
- SEN accreditation
- SENCO attends termly SEN updates
- ELKAN

Website and Social Media

We have a school website and twitter account where we share our news and events.

Progress and Monitoring

Each term, the class teacher, Inclusion Leader and SENCo meet at least termly to review progress towards individual targets. Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology. Provision maps are created for children with specific needs to show targets and progress over time. These maps are monitored and reviewed by the SENCo and Key Stage Leaders. At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the pupil's new class teacher. **(Please refer to our Graduated response flowchart)**

Key Stage One

Transition

The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents.

KS1 Pupils Voice

There is one representative from each class base that are part of the whole School Council. Pupils are regularly consulted about what they would like to learn about. Every effort is made to plan the curriculum around the children's interests. Circle Time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. This activity may be incorporated for any subject but will occur weekly.

KS1 Parents Voice

Parents are welcomed into school to attend a YR to Y1 transition meeting, this is an opportunity for parents to meet staff informally and familiarise themselves with the KS1 area. Parents are invited regularly into school for open sessions such as guided reading focus and workshops.

As a school we publish a newsletter half termly, to update parents regularly on school events, we also keep our twitter feed updated to inform parents of any school events on a more frequent basis.

As a school we have an 'open door' policy, parents are encouraged to bring their children into class and take part in a variety of early morning activities. This is a good opportunity for parents to speak to school staff. At times books are out for the children to share their work with parents or carers.

KS1 Interventions

The KS1 team are regularly assessing and monitoring pupil progress and very quickly identify gaps in learning. There are a number of strategies used in school for supporting pupils either one to one or in small groups. The school has two Inclusion Leaders who support teachers in supporting pupils with additional needs. We recognise that it is important to identify difficulties so that early intervention can take place.

There are a number of interventions run throughout KS1, for targeting specific children. If parents have a concern they are welcome to discuss this with the class teacher or SENCo.

Interventions available within KS1 include;

- Coolkids
- Teodorescu-fine motor skills support.
- 1:1 Reading support (comprehension)
- Speaking and listening
- Precision Teach
- Word Wizards (multisensory phonics intervention)
- Creative writing group
- Mental Maths support
- Listen with Lucy
- Build 2 Express
- ELS
- Wave 3 (Literacy 1:1 intervention)
- ELKAN
- MACPAC-developing auditory and visual memory skills.
- Social Stories
- Occupational Therapy resources to support pupils with fine and gross motor skills.

Please see **Whole School provision Map** for further information.

SEND Procedures.

The progress of all children is monitored regularly by all staff. When staff feel additional support is required for the child, appropriate targets and provision are identified using an Individual Provision Map. Further advice and support is often then sought from outside agencies, for example speech therapy, occupational therapy and learning support and advisory teachers. **(Please see our Graduated response flowchart)**

Where children have additional needs they will be supported in accessing the full curriculum.

If progress is still very limited the school may request an Education, Health and Care assessment led by the Local Authority

KS1 Resources

- . Writing slopes
- Pencils and pencil grips
- Different types of scissors
- Cushions
- Outdoor learning areas
- Gross and fine motor skills equipment
- Garden areas
- ICT resources
- Reading rulers
- Talking tins

Accessibility

KS1 staff support children with toileting needs, in conjunction with parents. The school has wheelchair access, such as ramps and there are disabled toilets for both adults and pupils.

Curriculum

At Hollinswood Primary School and Nursery, we plan a creative curriculum that links foundation subjects in a theme. Within KS1 Medium Term Planning there is joint planning for Year One and Two. Each subject is planned with careful consideration of the Key Skills for that subject, this means that lessons are not differentiated necessarily by age but by the skills that are appropriate for each child. For individual pupils, consideration is given to a flexible timetable to suit needs, such as regular brain breaks, 1:1 support and quiet work areas away from distractions.

Lunchtimes and Break times

Where KS1 children have additional needs they may access one or more of the following lunch time interventions:

- One to one adult support
- Supported to play in a smaller area of the playground

The catering team offer a wide range of specialist dietary requirement meals e.g. dairy free. All Early Years and KS1 children have fruit provided daily and are offered a free school lunch.

Training and Qualifications

- Child Protection and Safeguarding
- Epi-pen training
- Asthma training
- Lifting and Managing
- Nurture group training
- Behaviour management
- MAPA training-physical intervention
- Sensory Inclusion hearing course
- First Aid
- Listen with Lucy
- SEN accreditation

Website and Social Media

We have a school website and twitter account where we share our school's news and events.

Progress and Monitoring

Each term, the class teacher, Inclusion Leader and SENCo meet at least termly to review progress towards individual targets. Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology. Provision maps are created for children with specific needs to show targets and progress over time. Provision maps are monitored and reviewed by the SENCo and Key Stage Leaders. At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the new class teacher. **(Please refer to our Graduated response flowchart)**

Key Stage Two

Transition

The school works together with the Local Authority where a child is starting our school with an Educational, Health and Care Plan, to ensure that they are appropriately supported in conjunction with parents.

KS2 Pupils Voice

There is one representative from each class base that are part of the whole School Council. Pupils meet within their own class base to discuss issues that could be brought to the school council meetings. Some decisions are made by classes voting, and their representative feeding back to the council.

KS2 Parents Voice

Parents are invited regularly into school for open sessions such as parent and grandparent meals, class assemblies and class based open afternoons where children share their work.

As a school we publish a newsletter, to update parents regularly on school events, we also keep our twitter feed updated to inform parents of any school events on a more frequent basis.

In key stage two we expect children to be developing a maturity where they can come into school and settle independently to a morning activity. Parents are welcome to come in during the morning whilst the doors are open if they have something to discuss with a teacher.

KS2 Interventions

The KS2 team are regularly assessing and monitoring pupil progress and very quickly identify gaps in learning. There are a number of strategies used in school for supporting pupils either one to one or in small groups. The school has two Inclusion Leaders who work alongside teachers in supporting pupils with additional needs. We recognise that it is important to identify difficulties so that early intervention can take place.

There are a wide variety of interventions that can be run throughout KS2, for targeting specific children. If parents have a concern they are welcome to discuss this with the class teacher or SENCo.

It is not possible to list all KS2 interventions available, as we use them in response to a need from a child. This could be directed by the Learning Support and Advisory Teacher or a bespoke intervention specifically put together for the needs of one child. Formal interventions available with Key stage 2 include;

- Cool Kids physiotherapy
- Teodorescu-fine motor skills support.
- Reading support
- Chatterbooks reading for enjoyment
- Speed up handwriting
- Phonics catch up programmes
- SNIP spelling program
- Wave 3 numeracy
- Build to Express
- Social groups

Please see **Whole School provision Map** for further information.

SEND Procedures.

The progress of all children is monitored regularly by all staff. When staff feel additional support is required for the child, appropriate targets and provision are identified using an Individual Provision Map. Further advice and support is often then sought from outside agencies, for example speech therapy, occupational therapy and learning support and advisory teachers.

Where children have additional needs they will be supported in accessing the full curriculum.

If progress is still very limited the school may request an education, Health and Care Plan, by the Local Authority.

KS2 Resources

We have a range of resources available to support learning. We work alongside speech and language, occupational therapy and physiotherapy professionals. Resources needed to support individuals will be acquired following their recommendation so that we can support the needs of the pupils in our school.

Examples of resources are;

- Writing slopes
- Pencils and pencil grips

- Different types of scissors
- Left handed scissors and rulers
- Cushions
- Outdoor learning areas
- Gross and fine motor skills equipment
- ICT resources
- Sports equipment for promoting fine and gross motor skills

Accessibility

Unfortunately, the Farah site has two sets of three steps, making it not suitable for wheelchair or some mobility impaired individuals. The main entrance is wheelchair friendly, and the school has an outside ramp allowing access to other areas. Within school we can make provision for sight and hearing impaired pupils and parents. This is done according to need.

Curriculum

At Hollinswood Primary we plan a creative curriculum that links foundation subjects in a theme. Medium Term Planning is split into two, one for years three and four and one for years five and six. Each subject is planned with careful consideration of the Key Skills for that subject, this means that lessons are not differentiated necessarily by age but by the skills that are appropriate for each child. For individual pupils, consideration is given to a flexible timetable to suit needs. This could be on a one to one basis, a small group within class, or close to the class. It could also be working in a quiet area away from distractions. We work hard to include all children and develop their independence within class.

In school we have a Nurture Group to support appropriate pupils within KS1 and KS2. This is provision for the afternoons, where pupils work in small group situations to support Emotional, Social and Behavioural needs. When in the Nurture group pupil's work on foundation subjects is similar to that in their classroom. This is short term provision aimed to support pupils who find the routines of the classroom most difficult.

Lunchtimes and Break times

Some clubs are run at lunch times. These include sporting clubs and quiet clubs, giving children access to a range of extracurricular activities.

The catering team offer a wide range of specialist dietary requirement meals e.g. dairy free.

The school runs a healthy tuck shop at break time providing an affordable fruit selection. Water is available within school through cool water dispensers. Children are encouraged to bring a water bottle into school to make use of this.

Training and Qualifications

- Child Protection and Safeguarding
- Epi-pen training
- Asthma training
- Lifting and Managing
- Nurture group training
- Behaviour management
- MAPA training-physical intervention
- First Aid
- Build to Express-Lego training
- Coolkids

Website and Social Media

We have a school website and twitter account where we share our school's news and events.

Progress and Monitoring

The class teacher, Inclusion Leader and SENCo meet termly to review progress towards individual targets. Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology. Provision maps are created for children with specific needs to show targets and progress over time. Provision maps are monitored and reviewed by the SENCo and Key Stage Leaders. At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the new class teacher.

Hollinswood Primary School and Nursery

SEND provision map

Area of SEN need	Wave 1 Quality First Teaching. General provision for all pupils.	Wave 2 Pupil Progress intervention. Group support Not necessarily pupils who are identified as SEN. Pupils are typically below age related expectations.	Wave 3 Additional SEN support
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes. • Clear next steps communicated to pupils. • Letters and Sounds phonic programme. • Use of ICT to enhance the curriculum. • A variety of learning and teaching styles. • Use of models and images. • Practical and visual resources. • Assessment for Learning opportunities deployed throughout learning sessions. • Peer and self-assessment. • SOLO taxonomy questioning skills. 	<ul style="list-style-type: none"> • Additional small group maths. Securing basic facts. • Pre teach vocabulary groups. • Smaller group sessions for word work/phonics. • Handwriting intervention. • Fine and gross motor skill group. • Coolkids • Additional writing groups. Focusing on specific next steps. • Precision teach method-speed reading of phonemes, words, numbers. • Task plans. 	<ul style="list-style-type: none"> • Wave 3 writing support. • 1:1 reading support. • Toe by Toe intervention. • Power of 1 and 2 interventions. • Jump Start • Wellington Square reading support. • Advice from external agencies such as LSAT, EP.

	<ul style="list-style-type: none"> • Guided group led by Teacher. • Guided groups led by TA. • Focused intervention in response to lessons. TA led CTG. 	<ul style="list-style-type: none"> • MACPAC • Clicker grids 	
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes. • Clear next steps communicated to pupils. • Letters and Sounds phonic programme. • A variety of learning and teaching styles. • Use of models and images. • Practical and visual resources. • Talk partners • Group discussions • Talk for writing opportunities. • Role Play areas. 	<ul style="list-style-type: none"> • Pre teach vocabulary groups. • Smaller group sessions for word work/phonics. • Task plans. • Targeted support for speaking and listening. • Additional thinking time. • Modification of language-short chunks of concise information, where possible. 	<ul style="list-style-type: none"> • Support from SALT-individual/small group support plans. • Advice from external agencies such as speech and language, LSAT, EP.
Social, Mental and emotional Health	<ul style="list-style-type: none"> • Class based reward systems. • PSHE curriculum • Circle times • Forest Schools. 	<ul style="list-style-type: none"> • Social Stories • Individual behaviour rewards. • Social Skills group work. • Boxhall Assessments completed. • Build to express • Inclusion Leader led support-time to talk. 	<ul style="list-style-type: none"> • Nurture Group sessions. • Advice sought from Educational Psychology. • Children and Adult Mental Health Service.

<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Coolkids • PE curriculum • Differentiated planning, activities, delivery and outcomes. • Handwriting Sessions- Nelson. • General additional equipment, e.g scissors, rulers, pencils and grips. • Environmental considerations, lighting, background noise, seating position etc. 	<ul style="list-style-type: none"> • Additional handwriting Sessions- Nelson Scheme of Work. • Fine Motor skills group. • Gross motor skills group • Fiddle toys. • Weighted blankets. • Different forms of recording e.g. typing, scribing, audio recording. • Speed Up handwriting interventions. • Movement breaks. 	<ul style="list-style-type: none"> • Sensory Inclusion Service Support. • Occupational Support Therapy. • Additional equipment- wobble cushions, sloped desks.
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