

## **Conifers Primary School Local Offer October 2021**

Conifers Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life. Some children require additional support for a set period of time to help them catch-up with their classmates or during a period of adjustment. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events.

Children who require support due to exposure to English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.

Conifers aim is to support the whole child both emotionally and educationally. To do this we provide the following support:

- Social Skills programmes/support including strategies to enhance self-esteem and to reduce anxiety/promote emotional wellbeing.
- Strategies to support/ modify behaviour.
- Strategies/ programmes to support speech and language.
- Access to strategies/ programmes to support occupational therapy/physiotherapy needs.
- Strategies to support/develop literacy including reading.
- Strategies to support/develop numeracy.
- Provision to facilitate/support access to the curriculum.
- Support/supervision at unstructured times of the day including personal care.
- Access to Medical Interventions:

We assess and review all children and track their levels of attainment, through teacher assessment and standardised tests, to make sure that they are making progress. If your child is not doing so, then the class teacher will discuss him/her with senior leaders and the inclusion leader and it is decided how best to support them. We will ask for your advice and we encourage you and all parents to come into school and talk to the class teacher, senior leaders and inclusion leader if you have any concerns.

Help may be provided through additional support in class through differentiated activities or an intervention outside of the class. If your pupil continues to make little or no progress then advice from an outside agency may be asked for.

### **Strategies/programmes to support speech and language:**

- Referral to and assessment by a Speech and Language Therapist.
- Provision of small group speaking and listening skills support. ( these may be provided by a specialist speech and language teaching assistant or Speech Therapists )
- Delivery of programmes and advice as suggested by Speech and Language Therapy.
- Support from a teaching assistant in class.
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Support for children whom English is an additional language. This may be provided 1 to1 or in groups, in or out of class.

### **Strategies to support behaviour**

- Consistent and fair implementation of the school's behaviour policy including application of rewards, motivators and sanctions.
- Individual behaviour plans when necessary e.g. personalised behaviour charts, logs, consequences, motivators.
- Regular communication with parents with regards behaviour and progress.

- Referral to a specialist support through the planning meetings with EP and specialist teacher.
- Parent courses to provide and help with strategies e.g. Incredible Years
- Positive behaviour acknowledged through schools behaviour systems and individual motivators used to build child's self-regulation.
- Time out planned into child's routine.
- Planned Thrive activities.
- Referral to the THRIVE Base

**Access to strategies/programmes to support occupational therapy/physiotherapy needs:**

- Referrals to and assessment by external services. This may include Occupational Therapy (OT), Physiotherapy, Visual Impairment service and/or Hearing Impairment service.
- Implementation of support and intervention programmes, as advised by external services.
- Small group support in Clever fingers up to 4 times a week following the 'Move to Learn, Learn to move' programme.
- Provision of specific resources and equipment as advised by the specialist services to support independent learning and life skills.

**Strategies to support/develop literacy including reading:**

- Small group reading support in class through guided reading and individual reading support out of class from volunteers.
- Additional small group literacy support in class from class teacher and teaching assistants.
- Phonics sound mats and high frequency word lists readily available to students to support independence.
- Additional individual and small group literacy support, delivered by a specifically trained teaching assistant.
- Additional phonics and reading support delivered by a teaching assistant, 1to1 or as part of a small group.
- Use of SENSS support teacher to assess for specific learning difficulties, and subsequent planning of a support programme as required.
- Support and advice for parents in how best to support their children with learning to read.
- Regular liaison between class teachers, teaching assistants and specialist support.

(NB all interventions are provided as time limited blocks of support. Following a review of pupils progress support may continue or cease)

**Strategies to support/develop numeracy:**

- Small group support in class through guided teaching.
- Targeted maths support through '1<sup>st</sup> class maths' programme and 'Success at Arithmetic.' This may be delivered as part of a group or 1:1 depending on need.
- Access to ICT learning resources to support the practice and embedding of basic number skills.
- Differentiated teaching across numeracy.
- Use of practical apparatus to reinforce understanding across all year groups.

### **Access to Medical Interventions:**

- Regular liaison between the school nurse, medical professionals ensures that children can access medical interventions in school e.g. asthma pumps, epi pens, medication etc.
- Meetings are held with school nurse and parents of children with medical issues to establish child's needs and where appropriate school nurse draws up care plans.
- Staff training is undertaken in the administration and support and/or medication for conditions by external professionals.
- Asthma inhalers are available at all times and taken on trips out of school
- Sufficient support staff are trained in First Aid so there is consistent access to medical intervention.
- School has a clear and up-to-date administration of medicines policy that is adhered to for all children.
- Photos and information detailing the child's condition and, where relevant, required medication displayed in staffroom, classroom and medical room
- Individual care plans are drawn up for children with significant medical needs.
- School has an intimate personal care policy that is shared with parents of those pupils requiring regular personal care.
- Provision of specialist equipment as advised to ensure safety and independence.
- Midday meals supervisor and TAs supporting in the lunch hall and in the playground..

### **Working with parents/carers**

- We will meet you at parent consultations throughout the year to report on your child's achievements and progress. If we are concerned at any time during the year the class teacher or inclusion leader will talk to you and ask for your ideas about your child. If you are ever concerned we would encourage you to talk to the class teacher so that we can talk over your concerns and work together to find a way to help your child.
- Parents are invited to a meeting at the start of the year to find out what the year group will be doing and to give parents the opportunity to ask questions
- Term plans are put on the website.
- If your child is in KS1 then we can talk about any of your concerns when you bring your child into school in the morning or ask for a time to see them.
- If your child is in KS2 then please phone and ask to see the teacher or inclusion leader to talk over any concerns you might have.
- Your child will have a reading home school contact book so that we can work together to help your child with their reading.
- We are happy to explain and share professional reports with you. And advice given to us by outside agencies.
- We hold Joint meetings between you, teachers and professionals at the school.
- We welcome and ask for contributions to reports that are completed by school when requested by external agencies and to support the formal assessment (Education Health Care Plan) process.

### **Social Skills support including strategies to enhance self-esteem:**

- Pastoral support from a family liaison support and ELSA teaching assistants targeting those pupils whose emotional needs affect their confidence and self-esteem as learners.
- Referral to and liaison with Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers
- All classes have a reward system to encourage positive learning behaviour, certificates, praise and public celebrations of success further enhance self-esteem for all pupils.
- Teachers use the Thrive assessment tool and produce a Thrive action plan to support groups of children or individuals.
- Some children may be referred to the Thrive base where children have 1:1 support from a TA and Thrive based learning for up to two terms in conjunction with being in class.
- Support from Emily Fry our Family liaison and mental health worker.

#### **Mentoring activities:**

- Interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress.
- Buddy systems for support during playtimes and lunchtimes.
- Careful monitoring of attendance and behaviour logs to support identification of vulnerable pupils and families in need of support and mentoring.

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

- All pupils are invited to visit the school before they start. For reception children there is transition programme in place so that the children become familiar with the environment and staff and home visits have been introduced so that the children and parents see the staff in their home.
- We have a Nurture group each day for children who need support on in the morning coming into school to help them settle before going into class.
- The playground is staffed prior to the school day and at the end.
- Where a specific need is identified a Team around the Child/Family (TAC and TAF) meeting is held where a range of professionals, school and parents develop a support package for the child/family.
- The school has an open door policy so that parents and carers can raise concerns easily.
- The school signposts parents/carers to appropriate courses and voluntary services e.g Waves, You first, Mosaic, Strengthening families.
- Regular monitoring of families of pupils with persistent absence. This includes identification of any underlying needs and targeted support when necessary.
- Educational psychologist works with referred children and their parents/carers and class teachers. They provide ongoing support to them in the form of school-based assessments and meetings.
- Regular liaison with the school nurse where concerns regarding individual families/children are shared, following which the school nurse makes contact with parents carers to discuss any issues and arrange meetings or home visits as required.
- Collaboration and communication with all health professionals involved with the care of our children, as appropriate.

- All staff trained in child protection meet at regular intervals in line with LA expectations.
- The provision of home school contact books for individuals when appropriate to improve communication between school and home.

### **Specialist services and expertise**

We are supported by and have access to the following services.

- Educational Psychologist
- Behaviour support
- Speech and language service
- CAHMS
- Hearing support service
- Visual impaired support service
- YISP
- Occupational therapy
- School Counsellor
- Waves
- Locality team
- ELSA
- Thrive Base

### **Staff Training**

We are fortunate to have very experienced support staff. In the last 3 years all teaching assistants and class teachers have had training in the following areas.

- Behaviour strategies.
- Training on children's emotional needs.
- THRIVE training for all staff.

Individual staff had had training when it was felt appropriate to meet the needs of the children in the class they were working in.

- We also have specialist TA's who work on literacy interventions, numeracy interventions, speech and language and Occupational therapy interventions.

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### **Activities outside the setting including trips out?**

All the children are included in school trips and activities outside the setting. Each trip has a risk assessment and alongside this the children's needs will be appropriately assessed. Where children need additional support this may be done in the following ways.

- 1:1 support from an additional adult.
- Pre learning to make the trip accessible.
- Support with any sensory needs from an ELSA TA
- Support for any medical needs.

### **Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)**

- School is adapted, within the limits of the building and site, to include pupils with differing needs e.g. a lift and disabled toilets etc.
- Visual support, when needed, in and outside the classroom to support understanding and facilitate access to learning.
- Prompt and reminder cards to support pupils in organisation and sequencing activities.

- Access to a range of IT resources to support curricular access,
- A range of specialist equipment as advised by external professionals e.g. OT, Physio. , VI, HI to support curricular access and aid pupil's independence around school.
- Provision of individually tailored visual support for specific children. E.g. individual timetables and behaviour cue cards.
- Access to a multi-sensory activities for use by pupils to stimulate or calm.
- Provision of resources to enhance independent learning including e.g. sand-timers, easy-grip scissors, phonics mats etc.

## Transition

The school has an enhanced transition programme for all stages of the children's education

On joining the school in Reception children will have

- already have been visited in their setting
- visited Reception each week in small groups with the Pre-school staff
- been invited to stay and play sessions after school
- Pre-school staff will have met with the Reception teachers.

When children move between year groups they

- Visit the next class for golden times
- Teachers go to read stories to the children who will be in their new class.
- Some children will have transition books with photographs of their new class, the staff and information about what sorts of things they might be doing.
- Teachers also visit children in their classes to start building relationships and some will have individualised programmes depending on their needs.

When children transfer to secondary schools

- Year 7 teachers meet the year 6 teachers.
- The SENCO's from the secondary schools have meetings with the year 6 teacher and the Inclusion leader.
- Those transferring to Budmouth have an Enhanced transition programme where some children go and visit on 5 afternoons in the summer term.
- Some children have transition books that go with them and Passports that are an outline of strategies that work for that child.
- Wey Valley and All Saints also have transition plans and children are invited to spend some afternoons becoming familiar with the schools and the staff.
- All children across the school take part in 'Change over day' where they spend part of the day in their new class with their new teacher and teaching assistant.

## COVID 19 APPENDIX

Following the national lockdown

- Additional catch up staff are providing small group catch up sessions in reading, writing and maths.
- IT lessons include lessons on Google classroom so that children have the skills to access lessons on google classroom at home.