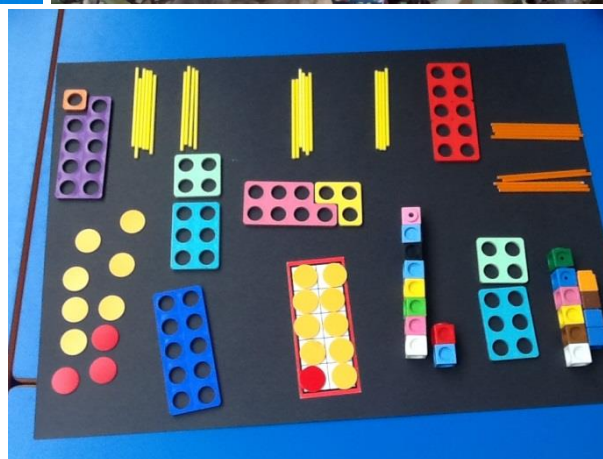


Hindhayes Infant School

The School's Offer in Support of Pupils with Special Educational Needs and or Disability (SEND)

Information Report (reviewed December 2018)



Hindhayes Infant School

The School's Offer in Support of Pupils with Special Educational Needs and or Disability (SEND)

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How does the school know if a pupil needs extra help and what should I do if I feel my child has SEN?
<ul style="list-style-type: none">• All our pupils are carefully monitored against curriculum levels at regular intervals.• All pupils access high quality first teaching (Wave 1) and the school follows Somerset Core Standards for SEND• Any child who is not making expected progress is discussed at least termly pupil progress meetings. Some pupils will then access group support to try and narrow the gap (Wave 2).• If the lack of expected progress continues to cause concern the class teacher and SENCO (Special Educational Needs Coordinator) may decide further analysis of difficulties is necessary. This may include class teacher observations or more detailed assessments done by our SENCO or our team of inclusion TAs. If an area of difficulty is identified it may be appropriate to target with an intervention. Parents are invited to attend to discuss their child's individual targets. Support offered may include some individually targeted help (wave 3), or it may involve adjustments to the classroom support.• If you feel your child has an barrier to their learning, you should first raise the concerns with his/her class teacher. The SENCO who is also the Head Teacher can be consulted and appointments made via the school office. The SENCO, Kate Nester holds a Bachelor of Education and a Post Graduate Diploma in Special Educational Needs as well as an MA in Education and the National Professional Qualification for Headship and Forest School qualifications. Parents are welcome to contact her at any time during the school day.
How will the school support a pupil?
<ul style="list-style-type: none">• All our class teachers are responsible for the progress and well-being of the SEN pupils in their class. This is firstly achieved by high quality first teaching which will include appropriate differentiation, (good – OFSTED September 2017) and group interventions at wave 2 (see school provision map attached).• All our classes have class teaching assistants. If a child has individualised targets, these will be personalised and addressed through interventions. We have 2 SEN TAs who support our pupils individually or as part of small groups. At this point parental support to achieve the targets is vital and you are invited termly to meet our SENCO to discuss how you could best support your child.
How will the curriculum be matched to child's needs?
<ul style="list-style-type: none">• Our curriculum is broad, balanced and creative. All pupils have access to the curriculum (exceptions are made in agreement with parents/carers.)• All our staff are highly competent in making tasks appropriate for the children. In every class, work will be "differentiated" i.e. at differing levels of "difficulty" but covering the same content.• Where appropriate teachers will use "help" cards with key words on to support spelling, and children on SNIPs may have a wider range of in class support items and also access to the SEN teaching assistants may be more readily available e.g. by sitting alongside to set them off on activities.• We make all learning as multi-sensory as possible which benefits all pupils. We use symbols, STC and real objects to support all aspects of learning.
How will parents know how well a pupil is doing and how are they supported to help their child?
<ul style="list-style-type: none">• All parents have the opportunity to attend parents' evenings each term to discuss their child's progress.• All pupils receive a short progress report in the autumn term and an annual progress report in the summer term.• Parents are welcome to make an appointment to meet their class teacher at any time if they have any concerns about progress.• All pupils have a reading record book and we value the comments parents make in these.• All pupils are set homework and parents are encouraged to support their children in completing this.• Pupils on Intervention Passports have the opportunity at each termly review time to meet the SENCO. At any time she is happy to suggest ways in which parents can support children at home.

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What support will there be for pupil's overall wellbeing?
<ul style="list-style-type: none"> The class teachers monitor the well-being of their pupils alongside their progress. We try and work in close cooperation with parents if a child has an issue which affects their well-being. We have a parent family support advisor who works with pupils and parents to support the well-being of our pupils. All pupils can access this support. We have a learning mentor who will support children's social and emotional needs. Children in Years 1 and 2 have 'thought boxes' where they can write down their concerns. These are collected by the learning mentor each week and she will meet with the children and talk through their problems. The classes also have worry monsters who can eat their worries for them. Activities such as circle time encourage children to discuss their feelings and find solutions to any concerns they may have.
What specialist services are available at or can be accessed by the school?
<ul style="list-style-type: none"> As a local authority maintained school, we have access to an educational psychologist, a learning support advisor. These hours are limited and allocated by the local authority on an annual basis. These services are accessed by the school if a child has been receiving help at Wave 3 and is still causing concern. We can also access support from a range of other professionals such as speech and language therapist, vision support and an occupational therapist. These services are accessed by school to help us plan suitable interventions for our wave 3 pupils. All specialist support services are accessed with parental permission and through the completion of and Early Help Assessment.
What training is the staff having?
<ul style="list-style-type: none"> The school has achieved Somerset School's Dyslexia Friendly Status in 2013 which involved all teaching and support staff. This was revalidated in July 2016 when staff received further training. All staff at the school are trained to support pupils with dyslexia. Several teaching assistants are trained to use the TALK BOOST intervention. Teaching assistants attend training courses held in county regularly. During 2017-18 TAs attended courses on resilience, supporting pupils who struggle with working memory, further TALK BOOST training to support pupils in Year 1. One TA has completed the ELSA and another is completing during 2018-19. We also have one TA that is Thrive trained and two who are HLTAs. The SENCO and SENCO TA attend local area SENCO briefings which last year focused on, communication and the use of communication in print, speech and language and the interventions available, banding and applications for funding and provided an opportunity to network and build professional relationships with other local SENCOs. The training needs for the year are identified through pupil needs, teacher and TA performance management and local/national agendas.
How will pupils be included in activities outside the classroom including school trips?
<ul style="list-style-type: none"> All pupils are encouraged to access outside trips. A higher staff pupil ratio is offered when necessary. A risk assessment is undertaken prior to any trip. If the school feels it is necessary they will consult parents to help us accommodate pupil's needs as much as possible.
How accessible is the school?
<ul style="list-style-type: none"> The school is a flat level site with all but two classrooms in the main building. One outside classroom has disabled access and toilet facilities. We have one toilet adapted for wheelchair use in the main building. An accessibility plan is written with governors to highlight future areas for improvement

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How does the school support a pupil when joining or leaving?
<ul style="list-style-type: none">Any pupil joining the school in Reception with an already identified SEN need has a school entry plan meeting to which the parents, nursery staff, and any professionals involved are invited. This plan is then reviewed within the first term of school. Extra pre-visits may be arranged for the child if appropriate. A photo book about the school can be looked at prior to entry.During Year 2 there is close liaison with the SENCO of an SEN pupil's next school. The SENCO is invited to the annual review if the pupil has an EHC Plan or Higher Needs Top-Up funding. A discussion about transition will happen at the review and extra support will be agreed with the receiving school if needed. This might include extra visits and the completion of a transition book with their assistant outlining key members of staff and daily routines.
How are the school's resources allocated and matched to a child's SEN needs?
<ul style="list-style-type: none">All resources coming into the school budget for SEN are spent on staff and practical equipment to support learning. Most children access the support they need through group or individual work with the class assistant. This support changes termly as a result of the assess-plan-do-review graduated response.Children who have higher needs may have some individually targeted teaching assistant support to achieve their learning. Most of the budget for this is again taken from the school's SEN budget.A few children who have severe needs may be allocated "Top-Up" funding from county which has to be applied for by the school. This is also used to provide staff support.
How is the decision made about what type and how much support a pupil will receive?
<ul style="list-style-type: none">Any SEN pupil is carefully monitored by his/her class teacher and SENCO at least termly. We also consult the pupils at each review to ascertain their views on their progress.Every term, as a result of the review the amount and type of support may vary. Interventions for most pupils will be short and achievable. If a target has not been achieved, then further targeting and support will be given.
How are parents involved in the school?
<ul style="list-style-type: none">The opinions and support from parents are valued by all staff. You will be told by your child's class teacher if we feel your child is struggling in any area. This will be followed up with an invitation to meet our SENCO to discuss the individual targets. It makes a tremendous difference to the children if their parents support practice of skills at home.The class teachers and SENCO are always happy to make time to suggest ways you can support your child's learning.All parents of SEN pupils are invited to a termly SEN Forum. This is a chance to discuss how our school does SEN support, and to learn from each other about SEN areas. Areas recently covered include vocabulary- the words my child knows, and how to help your child with reading.
Who can I contact for further information?
<ul style="list-style-type: none">The first point of contact for any issues involving your child is your child's class teacher.The first point of contact to further explore your child's SEN needs is our school SENCO Kate Nester who is available every day during school hours.

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What arrangements does the school make for consulting children with special needs and disabilities about- and involving them in – their education?
<ul style="list-style-type: none"> Pupils review their individual targets termly with the class teacher or SENCO. They are encouraged to reflect on what they think they are good at, and what they would like to be better at. They are consulted about any withdrawal sessions. Pupils, who receive top up funding, are reviewed annually with parents present. Their opinions are sought as the county issued review form is completed. We try and make this review as person centred as possible, with the child choosing the snacks and the drinks! All pupils have opportunities to be members of the school council. All pupils contribute to the analysis of their work and this is recorded as “pupil voice” on their exercise books.
What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND concerning the provision made at the school?
<ul style="list-style-type: none"> The school has a complaints procedure details of which are on the main web site. A paper copy of the school's complaints procedure can be obtained from the school office. The SEN Governor can also be consulted about SEN issues if this is felt more appropriate
How does the school involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?
<ul style="list-style-type: none"> The school can refer pupils to a speech and language therapist or occupational therapist. The school has twice yearly consultation meetings with a learning support teacher, and an educational psychologist who are employed by the county. At the meeting individual pupils (with parent's permission) are discussed and then some follow up work may be done. This can take the form of an assessment of the child, offer of training to staff or advice to parents. If a pupil has sensory, emotional/social or severe communication difficulties, the school can access support from specialised support teachers, again employed by the county. They will visit school, assist us in meeting the needs of the child and write reports including recommendations for supporting the child. We have a school Parent/Family Support Advisor who works with families at the point of need. We access social services support and advice as and when necessary. The SENCO attends regular training to keep her up to date about voluntary and other support which may be available to SEND pupils, and their families.
Where can I find the contact details of support services for the parents of children with SEND?
<ul style="list-style-type: none"> The support services for Hindhayes Infant School (Mendip Base) are based at; Somerset County Council CYPD, PO Box 5176, Shepton Mallet BA4 9DD. E mail; MendipEIS@somerset.gov.uk Tel; 01749 822800 Somerset Special Educational Needs and Disability Information, Advice and Support (SENDIAS), can be found at www.somersetSEND.org.uk Tel; 01823 355578 between 10 am and 3 pm during term time, or E mail; info@somersetSEND.org.uk
Where can I find information on where the local authority's local offer is published?
<ul style="list-style-type: none"> Somerset's local offer can be found at http://www.somersetchoices.org.uk This document should be read alongside the School SEN Policy and SEN report to the governors which can be accessed via http://www.hindhayes.co.uk/page/?title=SEN&pid=106

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Core Standards: Communication and Interaction Needs:

Universal	SEN Support
<ul style="list-style-type: none"> • Class Visual Timetable • Individual Visual Timetable • TEACHH methods (e.g. Now & Then chart) • Digital/Sand Timers • STC used in classroom and by adults • Visual prompts and tools available • Child's name used before instruction • Adult to check in and reminders • Communication Buddy in place • Limited/modified use of language and instructions • Modified Language – simplify speech and use short instructions • Allow time to process verbal information/instructions • Provide visual prompts to support verbal instructions • KISS (Keep It Short & Simple) • Inclusive Communication to gain views of all stakeholders – All about me PP • Complete Universally Speaking Checklist • ITS Fact Files ITS Fact File • Progression Tools Communication Trust • Adults role model appropriate skills • Structured and monitored learning environments to prevent sensory overload Autism Education Trust • Transition planning • Ear defenders 	<ul style="list-style-type: none"> • Talk Boost • Talkabout • Socially Speaking • Black Sheep resources • TEACCH approach • Referral to external professionals (S&LT) or (ASC) • Targeted staff trained to deliver interventions ELKAN • Positive Handling training eg Team Teach • Individual timetable • Children have access to a quiet, calming, safe place • Language for thinking materials • Positive handling plan
	High Needs
	<p>Provision is highly specialist and personalised</p> <ul style="list-style-type: none"> • PECs • AAP (bucket) • TEACCH structure • Communication Boards <p>Other specialised equipment</p>

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Core Standards: Hearing Impairment Needs

Universal	SEN Support
<ul style="list-style-type: none"> • Pupil is sitting close to the teacher • Hearing equipment is in place and used • Support to follow class discussion • Provide visual support where possible (e.g. key words, depict what is being discussed in visual form where appropriate to aid understanding) • Teacher to take helpful positions in class (e.g. not moving around much when talking, standing close to pupils with hearing difficulties) • When addressing pupils teacher/TA starts with their name to indicate to whom they are speaking • Adult check comprehension • Subtitles/script provided if using Audio CD or DVD materials • Consideration to good listening conditions and reasonable adjustments are made (eg lowering ceiling height, sound absorbent flooring, silent heating and light system) • Sound field system • Reduction of background noise • Differentiated curriculum • Additional time for processing • Appropriate training for staff • Useful websites www.ndcs.org.uk and www.actiononhearingloss.org.uk • Personal Emergency Evacuation Plan (PEEP) • Risk assessments for trips • Monitor wellbeing and self-esteem NDCS healthy minds programme • STC in use throughout the school 	<div data-bbox="1176 427 2040 1077"> <p style="text-align: center;">SEN Support</p> <ul style="list-style-type: none"> • Interpreters as necessary • Specialist advice and support for assistive equipment eg Hearing aids, radio aids and/ or support from qualified teacher • Referral to Hearing Support Team • Focussed Intervention Plans (FIPs) • Plan carefully for transitions for specialist equipment and training • Close home-school links • Training for adults in the management of additional equipment • Special arrangements are applied to external/internal learning assessments exam access arrangements • Pre and post tutoring • Daily access to additional targeted teaching • Individually appropriate modifications to classroom/environment • Regular checking of specialist equipment with child • Differentiation of oral activities and resources • Additional visits to new settings and new staff • Access audit for transitions Schools Access initiative </div> <div data-bbox="1176 1077 2040 1251"> <p style="text-align: center;">High Needs</p> <ul style="list-style-type: none"> • Provision is highly specialist and personalised </div>

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Core Standards: Visual Impairment Needs

Universal	SEN Support
<ul style="list-style-type: none"> • Pupil is sitting within clear sight of the board – (front view) • Adjustable desktop to enable pupil to view documents closely without leaning over • Pupil is allowed to read with head very close to paper if this helps • Pupil is encouraged to be tidy and methodical with desk-based activities to find materials easily • Appropriate aids/equipment used and storage provided for these • Pupil's workspace is appropriately lit and shiny paper is avoided to reduce glare • Movement around the class/school is modified to help keep the pupil safe (e.g. keep to the left rule in place) • Bags, books, equipment etc. are not left on the floor where the pupil might trip over them • Buddy in place to help with accessing visual materials and movement to different places where appropriate • Work displays are accessible to the pupil • Reading materials for the pupil are appropriate to needs • Writing materials are enlarged appropriately • Sole use of visual/reading materials to avoid the need to share • Extra time given to complete visually demanding tasks • Technology used appropriately (e.g. TextHelp to aid with reading large amounts of material, instructions etc. recorded using i pads or recording button to be played back when needed ...) • Differentiated curriculum • Appropriate training for staff 	<ul style="list-style-type: none"> • Referral to Visual Support Team • Focused Intervention Plans (FIPs) • Specialist advice and support for assistive equipment eg visualiser and/ or support from qualified teacher • Resources and strategies that are different from and additional to universal eg colour contrast for visual displays, tactile diagrams and markers, low vision aids • Plan carefully for transitions for specialist equipment and training • Close home-school links • Training for adults in the management of additional equipment • Special arrangements are applied to external/internal learning assessments <u>exam access arrangements</u> • Access audit for transitions <u>Schools Access initiative</u> • Staff using guidance documents to develop alternative forms of communication and recording • Links are made with voluntary agencies <u>Somerset Sight</u> and <u>RNIB</u> • Accessibility audit supports environmental adaptations eg steps and hazards are painted to highlight, blinds to reduce glare • Plan for successfully accessing learning eg Dictaphones, braille, i-pad, Kindle for reading school books and other IT.
	<p style="text-align: center;">High Needs</p> <ul style="list-style-type: none"> • Provision is highly specialist and personalised.

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Core Standards: Physical and Medical Needs

Universal	SEN Support
<ul style="list-style-type: none"> • Accessibility Plan is in place • Reasonable adjustments made in terms of evacuation, risk assessments, ramps and specialist seating. • Use of supportive equipment e.g. writing slopes, large keyboard • Health Care Plan in place • Medication administration logs in place • STC approaches embedded across school 	<ul style="list-style-type: none"> • . Access to specific technologies e.g. Clicker software, choice switches • Staff training provided for specific medications e.g. insulin, midazolam, epipen, shunt • Intimate Care Plan/Toileting Plan in place • Alternative Lunchtime arrangements where necessary • Advice and resources from external advisors • Alternative communication aids (see Communication and Interaction)
	<p style="text-align: center;">High Needs</p> <p>Provision is highly specialist and personalised</p> <ul style="list-style-type: none"> • Parental involvement in ensuring needs are accurately met (e.g. carb weighing for diabetics) • Access to mobility aids e.g. walking frames, wheelchairs

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Core Standards: Cognition and Learning

Universal	SEN Support
<p>Buddy reader/writer</p> <ul style="list-style-type: none"> • Alternative forms of recording information (E.g. i pad ,microphones drawing diagrams rather than writing) • The suitability/accessibility of texts are checked and appropriately differentiated before being provided to pupils to read • Use of physical objects to create/verbalise sentence before writing e.g. counters, one word per sentence • Opportunities to speak ideas before writing • Memory Aids (e.g. checklist, reminder cards, buddy, memory games) • Background to IWB in a pale colour instead of white • Hand-outs/worksheets have minimal writing, well spaced-out and organised with pictures/symbols instead of words where possible • ICT used where appropriate (e.g. 'Spell-checker/Thesaurus, You Tube to show explanations of concepts/researching /gathering information rather than reading-based activities, i-pads Clicker) • Pupil is sitting in a position where s/he can see the board clearly and is close to an adult for support when appropriate • Have appropriate equipment readily available to access independently (e.g. line trackers, coloured overlay ruler, handwriting paper, guide lines) • Have spelling support close to hand (e.g. spell checker, word banks, personal spelling logs) • Prompts available for organisation (e.g. 	<ul style="list-style-type: none"> • Pupil is encouraged to use highlighters and different coloured pens to organise text being read or written • Use of raised lined paper to help all children write on the lines/sandpaper for resistance • Use of coloured exercise books • Hand-outs/worksheets printed on coloured paper where visual stress has been identified • Additional small group key skills intervention and support where there is a significant delay • Specific individualised interventions such as ILI <p style="text-align: center;">High Needs</p> <p>Provision is highly specialist and personalised</p> <ul style="list-style-type: none"> • Individualised targets/learning programme for all lessons so that all pupils will make progress each lesson at their own level

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remembering what to do first thing in the morning/packing up at the end of the day)

- There are clear classroom routines and purposes for each lesson are made clear
- Teachers/TAs use clear language and avoid sarcasm etc. to avoid confusion if language is taken literally
- When writing on the board the teacher/TA reads aloud what they are writing
- Coloured pens used when writing on the board to organise writing
- Extra time given to complete tasks
- A copy of writing is given to pupil instead of them copying from the board (e.g. printed from the IWB at the end of the lesson)
- Learning scaffolds such as writing frames to support independent access to learning tasks
- Learning objectives may need to be typed and handed out to allow maximum use of learning time on learning task
- Catch up interventions e.g. pre-/post- teaching, Numicon, Spelling detectives, phonics groups, additional reading

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Core Standards: Social Emotional and Mental Health

Universal	SEN Support
<ul style="list-style-type: none"> • Class behaviour system (rewards and sanction – cloud system) • Prompt Cards (Visual reminders of wanted behaviour) • Alternatives to unwanted behaviour (e.g. shouting out) provided e.g. own place to answer • Pupil is positioned in the class for maximum support (e.g. close to the teacher, away from distractions or distracting people ...) • Pupil has frequent opportunities to develop sense of belonging e.g. class job/responsibility • Pupil has frequent opportunities to move around e.g. carrying out tasks for teacher • There are clear expectations around social demands, rules & routines e.g. entering a room, personal possessions storage, toilet visits, clearing up ... • Self-esteem building approaches use to enhance self-worth e.g. star of the week, rota of class jobs... • Adults maintain a positive narrative commentary about what is going on and why. • BVPT tracking • PSHE • Individual work station • Meet and greet • Mindfulness activities • Growth Mindset 	<ul style="list-style-type: none"> • Column 1 and ... • Individual behaviour system (as above but personalised or, lego, or tally chart/tick chart) • Opportunities for cross-age partner work e.g. buddy/mentor scheme • 'Circle of Friends' or 'Circle Time' used to build an awareness of emotions, how they can be dealt with in a positive way and to encourage positive communication • Prompt card/checklist of agreed strategies for child to use – this can be used alongside a conversation with the pupil about what they find difficult and what may help • 'Exit' cards are available where appropriate to allow pupils to get themselves out of a tricky situation and learn to self-regulate • Collaborative problem solving approach • Child centred Pupil Passport • Pastoral support programme • Regular meetings with parent/carer • Emotional Literacy support (ELSA) • Lunch club/alternative playground • Child lead learning (interest) • Thrive • Positive handling plan
	<p style="text-align: center;">High Needs</p> <p>Provision is highly specialist and personalised</p> <ul style="list-style-type: none"> • Column 1, 2 and ... • CAMHS Nurture provision 1:1 support

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Provision Map – Year R

Literacy	Numeracy	Social/Emotional	Other
<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Small group work • STC • Support during carpet time • Differentiated tasks in small Groups • Talking partners • Sounds Write • High Frequency word flashcards/games • Simple word banks • Dressing up • Role play • Puppets • • Pencil control • Tracings • Sand writing • Whiteboards • Shared writing • Developmental writing • Planned opportunities for children to develop self-initiated play to reinforce skills and become independent learners. • Large painting easel – outdoor 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Differentiated tasks • Small group work • Some 1:1 work • Support during carpet time • Supported play e.g. numeracy activities – Abacus plans • Multi-sensory links whenever Possible i.e. sand/water • Cookery • Positional language reinforced • Opportunities for children to discuss their thinking • Emphasis on practical activities with little recording • Interactive whiteboards • Observations • Use of outside provisions whenever possible to reinforce all 6 learning goals 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Restorative Justice • Better Learning Powers • Citizenship curriculum • Whole class targets/rewards • Praise – rewarded with stickers etc. • Good behaviour praised • Whole school rules • Verbal and non-verbal warnings • Great to be green/house points • Weekly circle time • Set routines • Visual timetable • Visual prompts/charts • Positive language • Clear expectations • Close liaison with parents • SEAL (Social & Emotional Aspects of Learning) • Forest School 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Brain Gym • Forest School • Motor skill groups • Planned activities to help gross motor development i.e. big toys, balancing equipment, parachute etc. • STC signs and symbols • Outside Trim Trail • Whole school inclusive ethos • Friendship boxes • Hedgehog • Friendship bus stop – outdoors (buddies for playtime) • Wake and Shake • Huff & Puff • Outdoor Learning and Play
<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • Targeted handwriting/letter Formation • Group speech and language Programs • Meet with parents • Developing Baseline communication skills 	<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • Extra support on carpet • Smaller group size • Additional adult support • Targeted support with counting/ number recognition 	<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • 1:1 time with adults to build relationships • Flexibility – increased LSA time to support • Individual charts/stickers • Behaviour charts * Transition books • Clear expectations and sanctions • Social/Emotional programs e.g. social Stories • Learning Mentor time • Additional Forest School time 	<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • Flexibility – increased LSA/Adult support where needed

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<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support • Individualised weekly plans • Individualised targets • Regular LSS or other outside agency involvement <ul style="list-style-type: none"> • Individual speech & language programme • Outside professional involvement ie LSS, SALT 	<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support • Significant adults identified with timetable and planned support for learning • Modified timetable to meet needs 	<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support • Significant adults identified with timetabled and planned support for learning <ul style="list-style-type: none"> • Modified timetable to meet needs • Individualised social/emotional Programs • Individual reward charts • Social stories • Regular meetings with parents • Outside agency involvement <ul style="list-style-type: none"> • Outside agency involvement ie BSS/Ed Psych 	<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • Social skills group provision • Annual Review of progress • Child's name raised at Consultation Meeting
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Provision Map - Year 1

Literacy	Numeracy	Social/Emotional	Other
<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • TA support • Group reading • Individual reading where needed • Sounds Write • Role play activities • ICT programs • Interactive whiteboards • Differentiated tasks • Word banks • Key word flash cards • Talking partners and paired work • Puppets • Tape recorder • STC • Individual targets specific to Children's needs • Modified language • Multi-sensory activities 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Practical activities • TA support • Differentiated activities • Focussed questioning • Small group activities support where necessary • ICT programs i.e. Counter, • Interactive Whiteboard • Number fans • Number cards • Dominoes • Dice • Maths games • Cards • Unifix and multi-link • Hundred squares • Role-play • Booster sessions 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Golden rules • Golden Time • Head teacher badges/certificates • Midday assistant badges/certificates • Badges assembly • Citizenship curriculum • SEAL • Class behaviour chart • Whole class targets/rewards • Stickers • Sad face on playground • Buddy bench on playground • Circle time • Quiet area for times when upset & Sad • Visual timetable • Positive language • Clear expectations • Close liaison with parents • All children's work displayed • Work of the week board 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Brain Gym • Speech therapy programs • Motor skill groups • Planned activities to help gross motor development ie big toys, balancing equipment, parachute etc • STC signs and symbols • Whole school inclusive ethos • Wake and Shake • Huff and Puff • Forest School
<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • Targeted interventions such as ELS Group/auditory groups/sound linkage/ • Targeted HFW support • Targeted handwriting/letter formation - motor skills group • Assessment i.e. ELS/Salford/dyslexia etc • Phonics booster sessions • Smart Moves Motor skills Development Programme 	<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • Extra support on carpet • Smaller group size • Additional adult support • Targeted support with counting/number recognition • Numicon to provide visual focus • Max's marvellous maths 	<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • 1:1 time with adults to build relationships ie sharing books/games • Flexibility - increased LSA time to Support • Individual charts/stickers • Behaviour reward charts • Clear expectations and sanctions i.e. use of 5 minute sand timer • Social/Emotional programs ie "A box of emotions", "Positive People" group • "The Quiet Place" time out area 	<p><u>Wave 2</u></p> <ul style="list-style-type: none"> • Flexibility - increased LSA/adult support where needed • Consultation Meetings • Meetings with parents • Nurture Group provision

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<p><u>Wave 3</u></p> <ul style="list-style-type: none"> • IEP with SMART literacy targets • Speech and Language programs • 1:1 support • Developing Baseline communication skills • Individualised weekly plans pitched at specific needs • Individualised targets through IEP & Speech and Language Programme • Learning mentor support • Regular outside agency involvement • Regular meetings with parents/ Head teacher/SENCo • Pre-visiting/over-learning of topic vocabulary. • Additional LSA support targeted to need 	<p><u>Wave 3</u></p> <ul style="list-style-type: none"> • IEP with SMART numeracy targets • 1:1 support • Significant adults identified with timetable and planned support for learning • Modified timetable to meet needs • Regular outside agency involvement 	<p><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support identified with • Significant adults timetabled and planned support for learning • Modified curriculum to meet needs • Individualised activity/reward Boxes • Nurture group provision • Developing baseline communication Skills • Individualised programs • Pastoral Support Program (if Needed) • Behaviour Support Program (if needed) • Individual reward charts and reward boxes • Social stories • Home school diary • Frequent meetings with parents • Regular outside agency involvement • Outside agency involvement ie BSS/Ed Psych 	<p><u>Wave 3</u></p> <ul style="list-style-type: none"> • Nurture group provision • Annual review of progress • Consultation Meetings
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Provision Map - Year 2

Literacy	Numeracy	Social/Emotional	Other
<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • TA support in small group • TA reinforcing work on carpet • Differentiated tasks • Individual targets • Clear language modelled and repeated, children asked to repeat instructions. • Flash cards/high frequency words • Look, Cover, Write method to learn spellings • Interactive whiteboards • ICT programs ie Textease, ORT Books, Computer Suite • Guided reading and home readers • Individual reading when appropriate • Personal and Class Word banks • Daily assembly with a focus on listening. • Word games • PIPs • Sounds Write • Role play • Literacy games • Punctuation reminders • Whole school Say, Write, Check target • Dyslexia Friendly strategies • Pencil grips • Daily handwriting • Handwriting work mats for letter orientation • Talking partners/paired work • Language groups targeted at skills ie rhyme • Instructions repeated • Individual literacy targets - target Cards • Key word scores monitored to ensure • ROA tracking (whole school) • Listening station and story tapes • Booster sessions for more & less able 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Practical activities • TA support • Differentiated activities • Focussed questioning • Paired work • Children to explain own mathematical strategies used • Small group activities support where necessary • 1:1 support where necessary • ICT programs ie Counter Interactive Whiteboard • Number fans • Number cards • Counting sticks • Counters • Dominoes • Dice • Bead bars • Dean rods • Maths games • Cards • Unifix and multi-link • Hundred squares • ICT ie Number time • Role-play • Numeracy hour plus reinforcement during plenary • Assessments to ensure progress maintained and inform target setting. • Liaison with Yeovil College - Yr2 Maths Challenge Day • Target cards 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Golden rules • Golden Book & parents in • Head teacher badges • Midday assistant badges • Badges assembly • Citizenship curriculum • SEAL (Social and Emotional Aspects of Learning) • Sanctions ladder • Whole class targets/rewards • Clearly established routines • Sad face on playground • Whole school TEAM TEACH trained • Circle time re: SEAL/Citizenship • Quiet area for times when upset & sad • Whole class visual timetable clearly displayed for all to see. • Positive language • Desired behaviour modelled at all times by all staff. • Close liaison with parents • All children's work displayed • Star badges (weekly)/ awards 	<p><u>Wave 1</u></p> <ul style="list-style-type: none"> • Brain Gym • Motor skill groups/Smart Moves • Football Club • STC signs and symbols • Whole school inclusive ethos • Wake and Shake • Huff and Puff • Tilly Tofts extra support group <p>Healthy School Status</p> <ul style="list-style-type: none"> • Forest School

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<p style="text-align: center;"><u>Wave 2</u></p> <ul style="list-style-type: none"> • Year 2 literacy support group • Phonics booster sessions based on letters and sounds. • ELS if appropriate. • Targeted HFW support <ul style="list-style-type: none"> • Targetted individual reading. • Targeted handwriting/letter formation - motor skills group • IEP with SMART literacy targets • Speech and Language programs • Assessment ie CoPs/ELS/BPVSII/PhAB/dyslexia wheel etc • Coloured reading ruler • PAT scheme • Additional LSA support for literacy group work 	<p style="text-align: center;"><u>Wave 2</u></p> <ul style="list-style-type: none"> • Extra support on carpet • Smaller group size • Additional adult support • Targeted support with counting/number recognition • IEP with SMART numeracy targets 	<p style="text-align: center;"><u>Wave 2</u></p> <ul style="list-style-type: none"> • 1:1 time with adults to build relationships ie sharing books/games • Flexibility - increased LSA time to support - 1:1 as needed. • Individual charts/stickers • Behaviour reward charts • Clear expectations and sanctions Ie use of 5 minute sand timer • ABC analysis/observations • Social/Emotional programs ie "A box of emotions", "Positive People" group • "The Quiet Place" time out area • Boxall Profiles to analyse behaviours inform strategies. • SEAL Silver • Chair monitor group to raise self esteem. 	<p style="text-align: center;"><u>Wave 2</u></p> <ul style="list-style-type: none"> • Flexibility - increased LSA/adult support where needed • Consultation Meetings • Meetings with parents • Nurture Group provision • Auditory memory groups
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<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support • Targeted interventions such as Wave III Group/auditory group/sound linkage/reading recovery groups • Individualised weekly plans pitched at specific needs • Individualised targets • Nurture group provision • Regular LSS or other outside agency involvement • Regular meetings with parents/Head teacher/SENCo 	<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support • Significant adults identified with timetable and planned support for learning • Modified timetable to meet needs • Regular LSS or other outside agency involvement 	<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • 1:1 support • Significant adults identified with timetabled and planned support for learning • Modified curriculum to meet needs including social/emotional activities • Personalised visual timetable incorporating rewards. • Personalised reward boxes • Nurture group provision • Developing baseline communication skills • Individualised emotions programs • Pastoral Support Program • Individual visits from Emotional Health & Well-being Officer. • Individual targets • Individual reward charts • Social stories • Home school diary • Frequent meetings with parents <ul style="list-style-type: none"> • Regular outside agency involvement • Modified lunch-hours • Weekly parental meetings 	<p style="text-align: center;"><u>Wave 3</u></p> <ul style="list-style-type: none"> • Nurture group provision • Annual review of progress
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