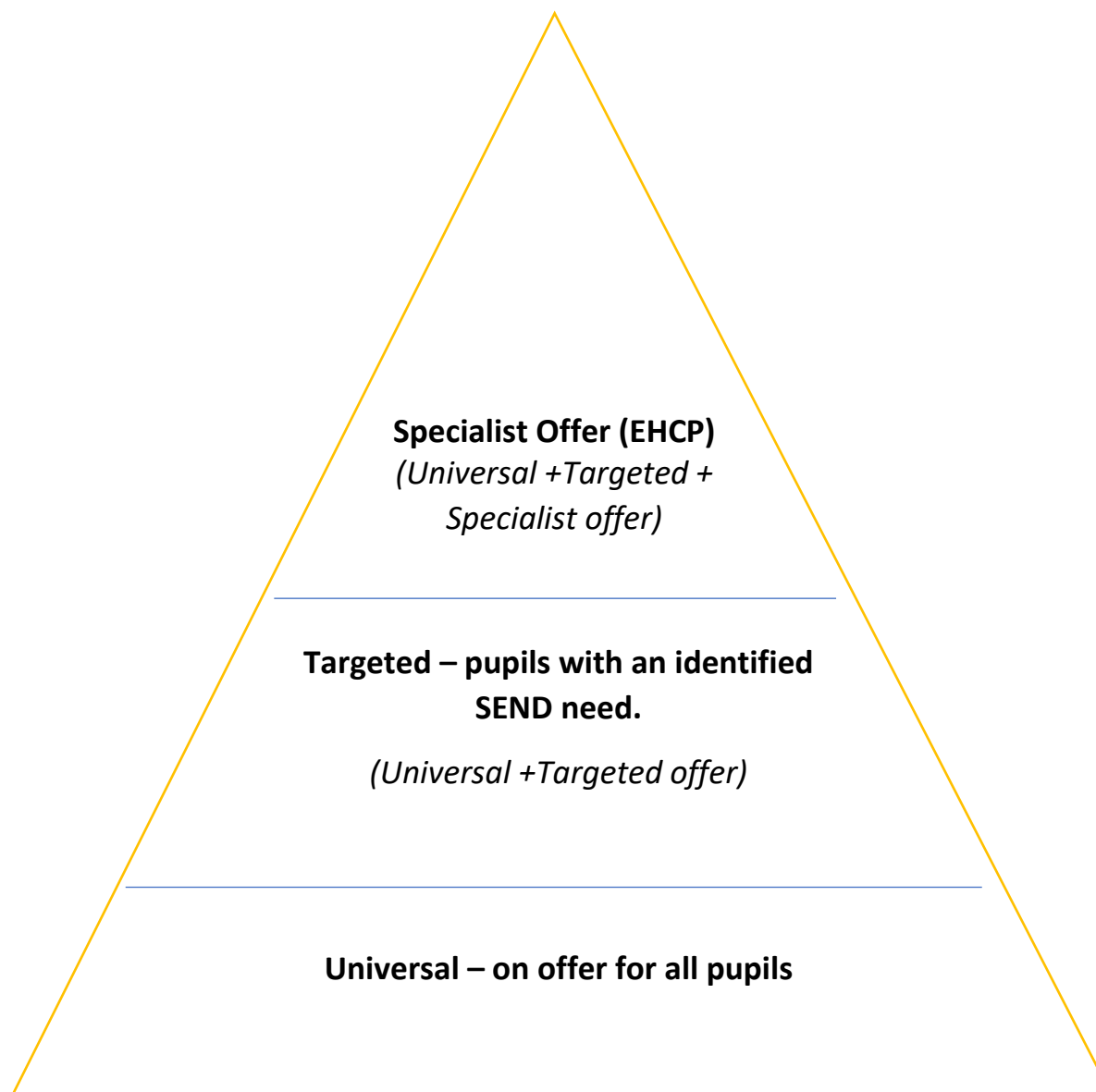




GRADUATED SEND SUPPORT OFFER





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At Four Oaks Primary School we believe that all pupils should have access to high quality learning opportunities. We believe that in many instances resources that are beneficial for a child identified with SEND are beneficial for **all** pupils, regardless of whether they have a SEND need or not.

You will see in our charts below that this is reflected in our allocation of support and resources which are heavily weighted to being available for **ALL** pupils.

The following is not intended as an exhaustive list of all that we offer. The offer is tailored to individuals' needs.

<u>Support for pupils in school time</u>		
Universal – on offer for all pupils	Targeted – pupils with an identified SEND need. (Universal +Targeted offer)	Specialist Offer (EHCP) (Universal +Targeted + Specialist offer)
<u>Staff training</u> <ul style="list-style-type: none">Staff access quality SEND training which, whilst aimed at supporting pupils with SEND, can be adapted to benefit all pupils. The training is provided in-house by our own staff or from specialist outside agencies.Examples of training includes: Autism, ADHD, Resiliency and understanding sensory integration (how the brain develops and pupils learn), use of social stories, executive function training for the memory, Zones of Regulation, WellComm and Elklan – the latter two are Speech and Language programs.	<u>Staff training</u> <ul style="list-style-type: none">Specific training provided to enable colleagues to meet targeted pupil needs which have not been covered in the Universal training.Lego Therapy	<u>Staff training</u> <ul style="list-style-type: none">Specific training provided so colleagues can meet needs specified in the EHCP.
<u>Structure of the school day</u> <ul style="list-style-type: none">A visual timetable is on display in every classroom. These provide pupils with advance notice about the order and timing of their lessons. In addition, all pupils are given advance notice of when there will be a change to their normal timetable or routine, together with an explanation of the new activity.All pupils are given 'time checks' to indicate when an activity within a lesson will be paused, such as to check understanding or to take feedback. 'Time checks' are also used to warn pupils that a lesson is coming to a close.Whole school Behaviour and reward system supports academia, British Values and attendance.Each class devises their own class 'Code of conduct' or 'Behaviour Charter' and reward systems to encourage pupils to take ownership of what they believe is an appropriate standard of behaviour. Pupils are given visual clues about the quality of their behaviour and effort in class and around school. For example, Busy Bees reward chart in the Nursery and Reception classes and a traffic light display in KS1 and KS2.All pupils have access to 'Calm Corners'.	<u>Structure of the school day</u> <ul style="list-style-type: none">Additional staff support for small group tutoring during lessons or to deliver interventions as applicable.	<u>Structure of the school day</u> <ul style="list-style-type: none">1:1, 1:2 or small group support at appropriate points in the school day.Local Authority agreed reduced timetableAnnual reviewHome Link book

Support for pupils in school time

Universal – on offer for all pupils	Targeted – additional offer for pupils with an identified SEND need.	Specialist Offer (EHCP)
<p><u>Learning environment, support and interventions</u></p> <ul style="list-style-type: none"> • Pupil Progress meetings held termly to consider all pupils' progress and the training or resourcing needed to achieve their next steps. • Equal access to facilities • Provision maps • Scaffolded support • Quality first teaching coupled with a well-structured, ambitious curriculum. • High challenge and high support for all pupils is delivered by well trained teachers and TAs. • Each year group benefits from a high staff/pupil ratio which are achieved by small classes and experienced additional teachers and / or Teaching Assistants who are allocated to each year group. • Pupils are also supported by specialist teachers who are available to support any child as necessary. Examples include Speech and Language, dyslexia or wellbeing support. • Handwriting scheme is dyslexia friendly • Talking Partners are used to develop oracy skills and to enable pupils to clarify their thoughts and to share ideas with peers. These are useful for both same and mixed ability pairs of pupils. • Targeted interventions are based on individual needs carefully planned to ensure that all pupils keep up with their peers. These are used for all pupils, not just those with SEND. There are a range of reasons why a child may need a 'Keep up' or 'Catch up' intervention ranging from missed learning due to a short-term illness to needing a recap of learning to fully grasp the skill. <i>See Assessment Policy</i> • Staff are available for informal discussions with parents or carers at the start and end of each day or, for more in depth discussions, parents / carers can arrange a time for a mutually convenient phone call or meeting. • Swimming lessons are statutory in KS2, however, they are offered for KS1 at Four Oaks. 	<p><u>Learning environment, support and interventions</u></p> <ul style="list-style-type: none"> • SEND Pupil Progress meetings held termly to consider SEND and pupils who are being monitored for SEND, progress and the training or resourcing needed to achieve their next steps. • Access to an Educational Psychologist as required. • Specialist support and assessment for focused sessions during the school day, on site e.g. MAST, OSME, SENIS, ADHD Foundation • Off-site 2 days per week specialist Speech and Language provision • Implementation of guidance provided by specialist e.g. medical professional • Screening and follow up support sessions e.g. Dyslexia • Targeted support in lessons • Fast track Tutoring • Learning passports for SEND pupils • Now and next boards – small step versions of the visual timetables enable pupils to focus on what is happening now and in the immediate future. • Swimming: specialist equipment and 1:1 swimming support is available 	<p><u>Learning environment, support and interventions</u></p> <ul style="list-style-type: none"> • Social and emotional therapy (E.g. Lego Therapy)

ADHD Foundation: ADHD support

MAST: Merseyside Autism and speech therapy

OSSME: Outreach Support Service for Mainstream Education

SENIS: Special Educational Needs and Inclusion Service

Support for pupils in school time

Universal – on offer for all pupils	Targeted – additional offer for pupils with an identified SEND need.	Specialist Offer (EHCP)
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Sensory items for all classes such as cushions and fidget toys. These may aid concentration or make pupils feel more comfortable in their learning environment. Teaching colleagues assist pupils in their use, so they do not become a distraction rather than a support. • EYFS sensory needs are met in a wide range of ways. Porridge oats and textured / messy play is one way this is delivered. • Pencil grips are provided to support writing for identified pupils • Each class has a Reading area that is organised to allow easy access to a range of books suitable for all ability levels, including those with special needs and disabilities and includes poetry, fiction and non-fiction books. KS1&2 have Newspapers. Treasure boxes of books linked to a theme studied each half term and are designed to engage pupils and whet their appetite to explore beyond their immediate studies. They include a range of styles of texts as part of our inclusive offer. Barrington Stoke books are available for all pupils. These are books with an age-appropriate style and content but written in a simpler text to enable pupils with a lower reading age than their peers to enjoy. • Diversity books taking the form of both picture and text, cover emotions, feelings, ethnicity and different aspects of SEND to support all pupils to feel valued and to promote empathy. • EYFS pupils are chosen in turn to take Bertie Bear or Peter Panda home. This supports home-school links and enables the child to share their interests with family, staff and peers. • High quality resources in all curriculum subjects are used to stimulate curiosity and / or to support learning. For example, practical resources such as numicon, counting blocks or manipulatives in mathematics. • Reference displays and materials such as word banks, personal dictionaries, subject specific vocabulary and Maths, English, Science and Grammar Working Walls. • All curriculum areas are very highly resourced with a programme of replacement for worn or outdated resources to ensure resources remain high quality. • KS1&2: Individual 'Reflection journals' linked to PSHE, are provided for all pupils to record thoughts and strategies for remaining mentally healthy. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Sensory items specifically designed to support a particular need: ear defenders, resistance bands, wobble cushions, peanut balls, stress balls and other concentration aids specified by a specialist. • Social stories and comic strips 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Resources specified in an individual's EHCP

Support for pupils in school time

Universal – on offer for all pupils	Targeted – additional offer for pupils with an identified SEND need.	Specialist Offer (EHCP)
<p><u>Social opportunities including mixed age activities and family activities.</u></p> <ul style="list-style-type: none"> • Breakfast and after school clubs are available to all pupils. These enable pupils to engage in mixed age groups and participate in a range of sports, art and craft and family games. They are suitable for all age groups. Pupils are provided with a healthy breakfast or afternoon tea. A healthy breakfast is proven to boost pupils' ability to engage with their learning. • Extracurricular clubs such as sports, dance, art, booster and healthy eating are free. • Letterbox Packs include high quality fiction and non-fiction books together with a Maths activity that is age appropriate for the child but designed to be shared with other family members or carers. • Messy Church – family friendly activities 	<p><u>Social opportunities including mixed age activities and family activities.</u></p> <ul style="list-style-type: none"> • Bespoke support, timetabling or resources are considered to meet an individual's needs. • Lego therapy 	<p><u>Social opportunities including mixed age activities and family activities.</u></p> <ul style="list-style-type: none"> • Advice or recommendations in an EHCP are followed
<p><u>Transition</u></p> <ul style="list-style-type: none"> • EYFS. Prior to joining our school, pupils joining our early years classes at age 2 (Little Acorns), age 3 (Nursery) or age 4 (Reception) are given an opportunity to attend Stay and Play sessions where they become familiar with the setting and members of the teaching team who will be working with them. Where applicable, we also visit the pupils in their current nursery setting so they have an opportunity to meet members of the teaching team in the security of a familiar place. • In the summer term, current pupils visit their new classroom and meet their new teaching team, so they are well prepared for starting a new school year each September. (See 'Meet your teacher' in the Parent section below.) • The Year 6 teaching team provide each child's secondary school with information that will support pupils' integration into their new school. Where applicable, additional information such as learning styles, SEND needs or identified emotional support is also shared. Pupils are given an opportunity to spend a day visiting their new secondary school in the summer term of Year 6. • Pupils that join school at times other than those described above are provided with a 'buddy' from their year group and offered a tour of school. Pupils with EAL are offered a buddy who may be from another year group but who speaks their home language. 	<p><u>Transition</u></p> <ul style="list-style-type: none"> • Enhanced transition photographs of new staff and rooms are shared with the child both whilst they are in school and to take home for example over the summer holiday before moving to a new year group within Four Oaks. • We arrange personal visits and opportunities to meet Year 7 staff for pupils who require additional support and reassurance with enhanced transition into secondary school. • Where necessary, a phased start will be considered for pupils with severe SEND who are waiting for an EHCP. • SEND documentation is considered by the SENDCo and the pupil's teaching team and follow up any points of clarification with the previous school. 	<p><u>Transition</u></p> <ul style="list-style-type: none"> • Advice or recommendations in an EHCP are followed

Parent and Carer support

<u>Universal – on offer for all pupils</u>	<u>Targeted – additional offer for pupils with an identified SEND need.</u>	<u>Specialist Offer (EHCP)</u>
<ul style="list-style-type: none"> • Free breakfast club to support with childcare to enable families to access work, personal study or to support attendance and punctuality. • Free mid-day meal for all Reception, Y1, Y2 and pupils in receipt of FSM. All pupils are offered free drink of water or milk with their lunch, regardless of their universal or FSM status or whether they have chosen a school meal or a packed lunch. • Subsidised After School club childcare to enable families to access work or personal study. • Letterbox Packs include high quality fiction and non-fiction books together with a Maths activity that is age appropriate for the child but designed to be shared with other family members or carers. Supports home school links. • Pupils and their parents are invited to a ‘Meet your teacher’ each September. This gives the new teaching team the opportunity to brief families on the year ahead and to answer any questions. • Throughout the year parents and carers are invited to Stay & Play, Evidence Me workshops, SATs meetings, information sharing events (e.g. Phonics), Reading assemblies, performances such as Christmas, Guitar and Dance. • Messy Church – family friendly activities designed to encourage high quality time for adults and pupils to work and play together. Free meal provided for all attendees. • All school events or visits are free (except residential visits.) • School facilitates opportunities for parents to meet with outside agencies • Free book bag, bottle and jumper/cardigan on entry to school. A free uniform rail is situated in the entrance foyer. • Sign posting to external support via weblinks, flyers and contact details e.g. ADHD foundation; holiday clubs; debt counseling • Communication with staff members from both the teaching and office teams who are well placed to offer help or guidance regarding education or other matters e.g. financial support. • Access to links and support from school via the newsletter, texts, letters and personal recommendations from staff. • Parents evening: Autumn and Spring term child progress slips are provided together with the opportunity to see their work and discuss 	<ul style="list-style-type: none"> • Staff support parent(s) at bespoke meetings with outside agencies e.g. Educational Psychologist, Speech and Language specialist. • School provides facilities for parents to access Zoom for meetings or training e.g. ASD training/briefing • SEND reviews, guidance and advice from the SENDCo or her representative. • Parent of pupils who join school with a SEND diagnosis are offered an opportunity to meet the SENDCo before their child starts school. 	<ul style="list-style-type: none"> • Opportunity to discuss/review progress with an external specialist. The meeting is supported by the SENDCo • Meetings with SENDCo for pupils in receipt of EHCP • Annual review and emergency annual reviews with the SENDCo plus other professionals as applicable. • School facilitates meetings for parents with professionals such as an Educational Psychologist where an EHCP states they can choose a school. This is to support them in understanding which school might be best placed to meet their child’s needs.

<p>progress with a member of the teaching team. Parents can request a private meeting if required. End of year reports provided in the summer term include targets and there is an opportunity to discuss a child's progress with a member of the year group teaching team.</p> <ul style="list-style-type: none">• School operates an 'Open door' policy. Teachers are available before and after lesson time for informal discussions• School or parents' initial concerns about a pupil's progress are discussed and school offers advice. These can be related to educational progress or wellbeing concerns which are sometimes more apparent in the home. This discussion may result in the child accessing additional interventions, access to professional wellbeing support or recommendations for activities at home.• We signpost parents to information such as secondary schools' Open Evenings to enable parents to make an informed choice about their child's next educational stage.		
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Resource Packs

Pupils are provided with all the resources they need to complete tasks in school at no charge. This includes all books, writing implements and sports equipment and musical instruments.

In addition, we provide pupils with resources to support their learning at home. Some are available for all pupils (Universal) and others are more suitable for targeted pupils. The following are examples of resources that may be shared following advice from an educational specialist.

<u>Universal – on offer for all pupils</u>	<u>Targeted – additional offer for pupils with an identified SEND need.</u>	<u>Specialist Offer (EHCP)</u>
<ul style="list-style-type: none">• Notebooks and writing or colouring pens and pencils are provided in the Letterbox packs.• Calming strategies• Conversation mats to encourage open dialogue• Resiliency activities• Mindfulness colouring sheets• Knowledge Organisers can be accessed on the school website for reference before, during and after a topic is taught. Paper copies are available on request.• Visual aids such as multiplication grids (KS2), Number bonds to 10 or beyond (KS1) and number and letter formation sheets (EYFS)• Dyslexia friendly fonts on communication• Umbrella gang – comics to understand what it is like to live with a neurodiversity such as ADHD• A range of stories based on individuals' different needs to support empathy and understanding e.g. divorce, bereavement, family member in prison, LGBTQ+.• Social stories• Playdough recipe to play at home. This supports fine motor skills and dexterity as well as encouraging communication and language.• Goal setting sheets• Visual timetable to support transition between home and school• School and home timetable to support routines.• Support with establishing routines• Mood diary to track behaviour in school/ home and identify areas or times when additional support would be beneficial.• Social Emotional Mental and Health (SEMH) feelings chart for positive affirmation• Feelings notebook	<ul style="list-style-type: none">• Aids such as multiplication grids, Number bonds to 10 or beyond and number and letter formation sheets for pupils who need further reinforcement.• Support from outside agencies such as Family Support Worker or Seedlings (CAMHS)• List of useful contacts and agencies.• Dyslexia overlays or coloured paper	<ul style="list-style-type: none">• Zones of regulation• Bespoke Social Emotional and Mental Health (SEMH) strategies provided for individuals.• Sensory box