



Grove Lea
Primary School

Contribution to the Local Offer-SEND Support with Wakefield Local Authority

Vision

The school creates an ethos where everyone involved in learning experiences success, both academically and personally. We work hard to engage all stakeholders in children's learning so that they all have a love of learning and memorable learning experiences. The dynamic and dedicated teaching throughout the school enables the children of Grove Lea to progress onto their next step of education as enthusiastic, motivated and independent learners who have a sense of enjoyment and fascination in learning. We thrive on nurturing our children to be proud of their school and proud of all their own achievements and systems for early identification of barriers to learning and participation are in place to support all learners.

SEND and the Parent partnership

At Grove Lea we firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Grove Lea Primary School is an inclusive school and offers the following range of provision to support children with SEND

Intervention
Social Skills programmes/support including strategies to enhance self-esteem • We use programmes, such as Time to Talk and Musical Interaction to support in these areas • High/Scope philosophy underpins our curriculum. This promotes independence and a "can do" attitude to learning
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)
• All resources are available to the children and are labelled appropriately. The children are encouraged to access them during their lesson times and once they have completed a task they learn to tidy away. • Resources are up-dated regularly. Laptops and I-Pads are available for all children with up to date apps to support learning • We have a range of software to support the National Curriculum. • The outside provision in the EYFS and KS1 has been significantly developed and continues to grow. We continually support and develop all aspects of the outdoor learning environment, which enables us in supporting all areas of the Early Years and Curriculum. An outdoor classroom is available to be utilised by all year groups.
Strategies/programmes to support speech and language
• We provide language enrichment groups for identified children

- We have the support of Speech Therapists, who sets targets as a result of observations and reviews progress
- We host Makaton training sessions and use Makaton signing to support communication when appropriate

*The vast majority of our support staff are now Makaton trained

The school has bought the service of a private speech and language therapy service who provide support through a therapy programme, resources and on-site visits. Children with EHCP still access the services of Speech and Language through the Local Authority.

We are also able to screen children on entry to the early years in order to support early identification and intervention. This also includes any children new to the school in which we feel would benefit from this. A programme of support is devised for children requiring this and is shared with parents and professionals to provide the appropriate support for that child.

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

- We would support any referrals to these services and work with the professionals to provide resources as required or implement programmes as needed
- We provide the Fit to Learn programme for children who require support with aspects of their fine/gross motor development

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

- We have been awarded the gold award for mental health and well-being and we hold the emotional well-being of our children very highly
- We operate an open door policy whereby parents/carers can speak to teachers before/after the morning and afternoon sessions. For parents who are working full time we are happy to speak over the telephone/ via dojo or make appointments when convenient
- We also offer sessions with our Learning mentor who is contactable throughout the day. The learning mentor also works in close liaison with parents and children, as and when required
- We hold an Open day on a Saturday in June/July for prospective parents and the community, so that they have the opportunity to look round the setting, see activities that happen within the school and speak to Staff, Governors and other parents
- For the children's first week at Nursery the entry is staggered to enable them to settle more easily into the new environment
- Transition meetings for children, parents and professionals are held across school for Nursery, Reception, KS1 and KS2. In addition to this, in July we hold smaller meetings with parents and professionals for children with SEND to support and ensure an effective transition.
- We have partnerships with High Schools to support and facilitate an effective transition for Year 6 children through visits and also transition meetings between staff. We also provide additional transition with the Learning mentor for children identified as requiring additional support around this transition. We also do this during the year if a child in any cohort is moving schools to ensure that the transition is smooth and that the new school is fully supported with meeting the needs of the child.
- We work in partnership with Future in Mind / child and adult mental health service providing well-being workshops for parents, bespoke interventions for children and additional activities to support the emotional well-being of children.
- We also hold many parental workshops/ working with parent sessions. This gives you an opportunity to come and work with your child and see how well they are working at school.
- Regular newsletters / updates via dojo and planning overviews are provided to parents so that they are aware of what is happening in school and providing them with a planning overview each half term to inform them what their child will be learning.

N.B. Please also see our mental health and well-being policy found on our website.

*Transition reports are created annually to analyse and ensure transitions continually develop

Strategies to support/develop literacy

- The environment (inside and outside) is set out to provide plentiful opportunities to support literacy

- We begin the Letters & Sounds programme- phase 1 on entry into Nursery and extend this into the children's continuous provision time, as well as taught sessions. This also continues following assessment and readiness of children to move to phase 2-5. The phonics sessions are taught across EYFS and KS1.

- We involve parents through the use of informational leaflets and a variety of supportive workshops for parents throughout the academic year

Following parental views and requests supportive websites, informational leaflets and tools are available on the school's website to provide information for parents

- The Foundation Stage provide a key worker for groups of children in order to support the children's learning and access to the curriculum

- The Rainbow words/ Write into books / Catch up programmes support children on a 1:1/small group basis in order to improve their achievement in reading, as well as other comprehension and literacy interventions.

- We provide group support in class with the teacher and teaching assistant to develop and strengthen skills across the curriculum.

- School advisory teachers alongside school staff work to support children identified and provide the correct intervention to support the child's needs.

Strategies to support behaviour

- High/Scope provides strategies to promote understanding of appropriate behaviour

- The children are encouraged to value their own journey to success which leads to a sense of pride in their own achievements. All staff encourage a 'can do' attitude and scaffold this in a variety of ways.

- The children are rewarded for their behaviour in many ways, dojo points, Golden time, certificates etc. (please also see the schools behaviour policy)

- Inappropriate behaviours are addressed immediately and strategies agreed with parents

- We adhere to a comprehensive behaviour policy which is available to parents and are happy to talk through strategies as the need arises

- A weekly good to be me group supports key children socially and emotionally

- Children can access regular session with the Learning Mentor

- A selection of staff have been trained in team teach strategies should the need arise

- Our nest and treetops room enables children to have a personalised and calming work space to support any sensory needs and requirements that may impact on behaviour



Strategies to support / develop numeracy

- The environment (inside and outside) is set out to provide plentiful opportunities to support numeracy

Outdoor learning opportunities are capitalised upon to make learning exciting and links to real life maths opportunities are strategically planned for by practitioners

- We believe the use of Numicon provides a firm grounding in their understanding of number and quantity

Little Big Maths and Big Maths is now fully embedded across school (from Nursery to Year 6), as well as other interactive resources such as TT Rockstars

- We offer supportive resources on our school website for parents to use about how children develop an understanding of numeracy
- We have a range of resources that support children in accessing the mathematical curriculum.

Provision to facilitate / support access to the curriculum

- We plan a personalised curriculum as appropriate for each year group and where appropriate to specific children. Planning is cohort specific
- We adapt resources and the environment as required with the support of appropriate professionals
- The Nursery provides key workers for groups of children in order to further support the children's learning and access to the curriculum
- Moderations internally and externally take place throughout the year
- Our tracking systems ensure the monitoring of pupils progress
- Individual case studies support and further analyse this progress annually

Strategies / support to develop independent learning

- Our High/Scope philosophy promotes independent learning and this is delivered through our daily routine

Support / supervision for personal care

- Extra lunchtime supervisors are employed as required
- Teaching Assistants are provided for those identified as requiring additional support but children have a team of staff to support them both in and out of the classroom also.

Planning and assessment

- Staff plan collaboratively to ensure all children's needs are met through the curriculum delivery
- Quality first teaching for all children is at the heart of the school's ethos
- Differentiated tasks allow children to achieve their own potential
- Assessment judgements are moderated in school and also externally by the Local Authority
- Target tracker is used to track and analyse data rigorously across all year groups and is submitted termly. This enables staff, subject and senior leaders to monitor progress across year groups and the school. Data and termly reports are shared with Governors
- Pupil progress meetings are also held termly with the senior management team to discuss pupils' progress
- Children with SEND in KS1/KS2 are assessed and tracked using Wakefield Progression steps and the Birmingham Continuum.

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

- Our Headteacher, SENCo and teachers have overall responsibility for liaison with all necessary parties so that lines of communication are maintained
- Supporting me to learn plans are drawn up in partnership with children, parents and professionals when appropriate and the views of parents and children form an integral part of this
- For children with an Education, Health and Care Plan (ECH), formerly known as a Statement of SEN, then the SENCO will arrange annual reviews providing parents with an invitation to attend the meeting and place their views about their child and their needs during the meeting.
- Teaching staff members will hold two parent's evenings during the school year to update you on progress and support that your child receives.

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| <ul style="list-style-type: none">• Annual reports are provided about your child's progress. |
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<p>Access to Medical Interventions</p>

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| <ul style="list-style-type: none">• Parents liaise with their GP and staff are trained as necessary• All members of staff are trained in the use of epi-pens and inhalers |
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For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child.

****Please use in conjunction with the school's SEND policy****