



**Local Offer**  
**Special Educational Needs and Disability**  
**(updated October 2017)**

Beechfield School is an inclusive school. We recognise every child's right to education and aim to support and enable them to reach their potential in an inclusive setting. Our policy emphasises early identification of an intervention for pupils with special educational needs and disabilities. Pupils may be supported in class, in small groups or individually. We offer the following range of provision to support pupils with SEND.

<b>Intervention</b>
<p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• School based family support worker: South West Herts Partnership</li> <li>• Social skills programmes run by experienced staff</li> <li>• Learning mentor support in lessons</li> <li>• 1:1 sessions outside of lessons with the pastoral mentor/art therapist</li> <li>• Access to a school counsellor upon referral</li> <li>• PSHE curriculum</li> </ul>
<p><b>Access to a supportive environment – IT facilities/equipment/resources</b></p> <ul style="list-style-type: none"> <li>• Access to computers/laptops/iPads/recording equipment as needed during lessons</li> <li>• Specialist equipment to access the curriculum e.g. writing frames, writing slopes, bespoke furniture</li> <li>• Pre-teaching of strategies, vocabulary and lesson themes in a small group setting</li> <li>• Visual timetables</li> <li>• Word banks and visuals to support learners</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Language rich environment</li> <li>• Use of talking partners</li> <li>• Delivery of speech and language programme following advice from Speech and Language Therapist</li> <li>• Screening of all children in the Early Years to assess areas of need and to plan personalised interventions where necessary</li> <li>• Speaking frames</li> <li>• Social skills group</li> <li>• Visual aids</li> <li>• Small group support to become familiar with topic related words</li> <li>• Use of visual coding strategies</li> </ul>
<p><b>Mentoring activities</b></p> <ul style="list-style-type: none"> <li>• Use of talk partners in class</li> <li>• New Arrivals Programme</li> <li>• Support from learning and pastoral mentors</li> <li>• Adult play leaders support at lunch time</li> <li>• TA mentors to support vulnerable learners</li> <li>• Peer mediators at lunchtimes</li> <li>• Buddy system for identified pupils</li> </ul>
<p><b>Access to strategies/programmes to support Occupation Therapy/Physiotherapy needs</b></p> <ul style="list-style-type: none"> <li>• Interventions from an Occupational Therapist/Physiotherapist</li> <li>• Delivery of planned programme by teaching assistants following visits to the school and training given by Occupational Therapist/Physiotherapist</li> <li>• Gross/fine motor skills groups</li> <li>• Adapted classroom equipment to provide access</li> <li>• Changes to specified classrooms to provide support children unable to access stairs</li> <li>• Sensory Circuits intervention</li> </ul>

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

- School based family support worker: South West Herts Partnership
- Social skills programmes run by experience staff
- Learning mentor support in lessons
- 1:1 sessions outside of lessons with the pastoral mentor/art therapist
- Access to a school counsellor upon referral
- PSHE curriculum
- Worry boxes in every classroom
- TA mentoring system
- Daily meet and greet sessions
- Individual access arrangements for test
- Calm Start
- Beechfield Bungalow at lunchtimes
- Network hands
- Mindfulness

**Planning and assessment**

- Individual targets for children in class
- Personalised support plans. Reviewed termly
- Pupil progress meetings
- SEND support surgeries
- School provision mapping
- Vulnerable groups/individuals identified and tracked
- Tracking back of objectives in order to provide learning tasks
- Use of IAELD (Individual Assessment of Early Learning and Development) in EYFS
- Use of B Squared to track small steps of progress
- Lesson Study Approach to improve learning for identified students

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

- Small group support in class with the teacher or teaching assistant
- Additional small group or 1:1 support outside the classroom by a learning mentor or teaching assistant
- SPLD base recommended interventions and adaptations within the classroom to support the learner
- Read Write Inc interventions in small groups or 1:1
- Small group or 1:1 support by Learning mentor for children who are new to English
- English working walls in every classroom
- Individual access to IT programs and provision
- Individual access arrangements for tests – statutory and non-statutory

**Strategies to support/modify behaviour**

- Consistent use of the school's behaviour policy
- Behaviour passports
- Involvement of a learning/pastoral mentor or counsellor
- Social skills/self-esteem and Mirror and Modify groups
- Chessbrook Educational Support Centre
- Family Support Worker provided by South West Herts Partnership

**Strategies to support/develop numeracy**

- Small group support in class with the teacher or teaching assistant
- Additional small group or 1:1 support outside the classroom by a learning mentor or teaching assistant
- SPLD base recommended interventions and adaptations within the classroom to support the learner
- Interventions outside the classroom focusing on core maths skills and application
- Small group or 1:1 support by Learning mentor for children who are new to English
- Pre-teaching groups to introduce key vocabulary and new concepts
- Maths working walls in every classroom
- Individual access to IT programs and provision
- Individual access arrangements for tests – statutory and non-statutory

**Provision to facilitate/support access to the curriculum**

- Differentiated learning and teaching

- 1:1 and small group support
- Adapted classroom resources/equipment

**Strategies/support to develop independent learning**

- Self-assessment at the end of lessons against the learning objective and personal targets
- Choosing own learning tasks
- Opportunities to work independently and select their own methods and resources

**Support/supervision at unstructured times of the day including personal care**

- Sports coaches and MSA's on the playground to lead/facilitate games and activities
- Access to Reflection room
- TA Mentors
- Access to Beechfield Bungalow
- Peer mediators

**Liaison/communication with professionals/parents, attendance at meetings and preparation of reports**

- Liaison with a wide range of professionals e.g. education psychologist, SALT, occupational therapist
- Referrals made by INCO to appropriate agencies
- Reports prepared by INCO according to need
- Parent consultations for all children
- Interpreters attend meetings as appropriate
- Parent council
- SEND Coffee Mornings
- Parent workshops
- 3 review sessions with parent/child/teacher for children with a Support Plan
- Meet the Teacher session yearly
- Termly Class Leaflets sent home
- Twitter

**Access to medical interventions**

- Staff first aiders on rota for break and lunch duties
- Health care plans written for children with significant medical needs and allergies and shared with all staff
- Close liaison with School Health Team
- All staff receive annual epipen and asthma training
- Staff to receive advice of diabetes and treatment where necessary