

School Local Offer 2024-2025

Elsenham C of E Primary School

Area of Need	High Quality Teaching	Additional School Intervention and Support	High Needs
Speech, Language and Communication Needs	- Differentiated curriculum planning, activities, delivery and outcome, eg. simplified language, chunking instructions, processing time - Use of 'Learning Partners / Talk Partners' to promote peer tutoring and learning. - Visual timetables - Structured school and class routines. - Use of symbols / visual prompts 'Show and Tell' opportunities in KS1 / EYFS - Circle Time in classes. - Mind maps for vocabulary - Word of the Week - Role-play area in KS1 - Cross curricular links.	- Wellcomm assessment and intervention in EYFS and other year groups where required. - Social skills groups and intervention - Targeted support for Speaking and listening. - Speech sound screening tools and associated interventions - Now and Next boards - Visual prompt cards	1:1 speech and language programme from a Speech and Language Therapist delivered by class adults - Access to Speech and Language Team - ELKLAN trained staff - Flexible timetable - Educational Psychologist - Mable Therapy Sessions
Learning Difficulties and Disabilities	- Differentiated curriculum planning, activities, delivery and outcome - Increased visual aids / modelling etc. - Visual timetables. - Use of writing frames - Word banks - Cross curricular use of ICT - Use of models and images - Use of practical and visual resources. - Peer and self-assessment - Manipulatives used - Phonics scheme delivered by trained adults - Scaffolding - Sentence Starters - Chunking Work - Talking postcards / speech to text technology	- Phonic Intervention groups - Booster classes in Y6 – reading, writing, maths, - Class based 1:1 or small group interventions delivered by trained intervention leads - Additional 1:1 Target Readers - Year 6 Breakfast Club (after Christmas) - Pre/post teaching of key/concept vocab - Individual Visual Checklist - Benchmark Reading Scheme - Writing slope - Personalised SODA activities - Read,Write, Inc tuition - Maths intervention using the Essex EP Maths assessment grid - Numbots intervention for maths	- Educational Psychologist - Flexible timetable

Social Emotional and Mental Health Difficulties	• Whole school behaviour policy. • Whole school / class rules. • Whole school reward system. • Class based reward systems. • Circle Time (KS1) • Weekly discrete PSHE lessons (JIGSAW). • Class responsibilities. • House reward system. • Year 6/Year 1 and Year 5/EYFS Buddy System. • Extra-curricular opportunities. • Regular contact with families. • Wellbeing Curriculum • Worry boxes • Class feeling check in • Wellbeing survey	• Support for unstructured times • Social stories and comic book strips • Individual reward systems. • Pastoral Group work • Social Skills group work • Zones of Regulation interventions and support. • Movement breaks built into learning time • Breakout' table or a place to regulate emotions • Repair plans and restorative conversations • The Hub as a breakout space	• 1:1 Learning Mentor sessions with fully trained Learning Mentors • Transition plans for end of year or coming into school • Individualised plans such as 5 point scale • Adult management plans • Educational Psychologist • Additional support at breaktimes • 1:1 support from Pastoral Lead • Referrals for more specialised services such as counselling when necessary • Support from the Hub Team/ Ready to Learn room
Autism and Social Communication Difficulties	• Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids / modelling etc. • Clear, unambiguous language • Visual support – class timetable, planners etc. • Visual prompts to show expectations • Clear rules and routines	• Social skills intervention group • Personalised and appropriate visual supports • Social stories and comic book strips • Zones of Regulation interventions and support. • Movement breaks built into learning time • Now/Next board • Use of timer	• Transition plans for end of year or coming into school • Individualised plans such as 5 point scale • Educational Psychologist • TEACCH work station • Attention Autism delivered by trained staff • Support at breaktimes • Use of Makaton from trained staff
Physical and Neurological Impairments	• Flexible teaching arrangements • Medical support • Staff awareness, and understanding. • Accessible environment • Carpeted classrooms to reduce background noise. • General additional equipment, e.g. scissors, rulers, pencils and grips • Environmental considerations, lighting background noise.	• Access to equipment, ie. writing slopes, specialised scissors, specialist pens, theraputty • Access to environments which are as free from distraction as possible • Fine and gross motor interventions • Movement breaks built into learning time • Individual manipulatives. Different forms of recording e.g. Typing, drawing, peer scribe, videoing etc. • Gym Trail • Trim Trail playground intervention	• Physiotherapy/OT involvement • 1:1 adult support to access the school environment and learning • 1:1 medical support • Access to trained staff to support medical conditions • Use of assisting technology e.g magnifier

Sensory: Hearing, Visual and Multi-sensory Impairment	• Use of written/visual cues • Accessible environment • Differentiated tasks and accessible language	• Sensory/movement breaks and resources • Theraband on chair • Chewbuddies and manipulatives • Larger font sizes on worksheets • Cushions on chair and/or floor • Writing slope • Access to “Rainbow Room” / sensory materials at school	• Modification of written texts • 1:1 adult support to access learning • Differentiation of the Curriculum where appropriate • Multi-agency working • Specialist Teacher Support • Sensory Profile • Use of assisting technology e.g. microphones
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