



Special Educational Needs Local Offer

Pembroke Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional learning needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and ensures they achieve their full potential.

We strongly believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and we modify our provision to meet the changing requirements for individual pupils.

Other useful documents such as our SEN and Inclusion policy, School Access and Equality Duty Plan and Parent Information Leaflet are available on the school website.

If you would like any further information please do not hesitate to contact us.

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Pembroke CE Primary School is an inclusive school and **may** offer the following range of provision to support children with Special Educational Needs or Disabilities.

School entitlement offer to pupils with additional needs



Assessment (screening)	• York Assessment for Reading Comprehension. • York Early Reading Test. • Single Word Spelling Test. • RENFREW (word finding test). • Wide Ranging Intelligence Test (general ability). • Sandwell Maths test. • GL Dyslexia Screener. • Initial assessment profile completed when children transfer in year.
Assessment (for learning)	• Green for great and pink for think marking highlighting what a child has done well and their next steps. • Learning targets in books detail expectations. • Encouraging marking dialogue and asking the children to respond to questions about their work. • Self-assessment using the steps to success. • Peer assessment using the steps to success. • Observations slips which record what a child has said verbally or any learning through play and investigation. • Personalised targets in books so children are aware of their next steps. • Learning Ambassadors to share good practise and enable children to think what makes a good learner.
Support (including acceleration) for speaking and listening	• Small groups promoting speaking and listening skills e.g. Ginger Bear Club. • Intervention from Speech and Language therapists following a referral from the school. • Speech and Language Group advised by the Speech and Language team. • Groups led by a Teaching Assistant trained through an accredited course in speech, language and communication – ELKLAN.
Support (including acceleration) for reading	• Guided reading sessions to encourage children to engage in discussions about books. • Individual reading sessions with volunteers. • Help baskets/working walls containing writing prompts e.g. phonic sound mats, alphabets, high frequency word lists to encourage independence. • A range of highly structured literacy programs e.g. Reading Mastery, Quest Group. • Letters and Sounds, a daily phonic sessions • Well-resourced School Library. • Key Stage One Book Talk enabling children further opportunities to explore books as a group through discussion



	about the text and illustrations. • Paired reading to encourage children to share their skills and encourage others. • In class displays and working walls.
Support (including acceleration) for writing	• Help baskets/working walls containing writing prompts e.g. phonic sound mats, alphabets, high frequency word lists to encourage independence. • A range of highly structured literacy programs e.g. Reading Mastery, Quest Group. • Guided writing sessions led by the Teacher looking at the features of different text types and exploring sentence structure. • Support for Spelling groups enabling children to practise spelling patterns and develop a secure knowledge of spelling rules. • Advancement of more able pupils through provision of opportunities at our feeder high school, Lady Hawkins. • In class displays and working walls. • Opportunities to attend gifted and talented events at hosted by other local schools.
Support (including acceleration) for spelling	• Support for Spelling groups enabling children to practise spelling patterns and develop a secure knowledge of spelling rules. • Computer Programs e.g. Word Shark. • Literacy Challenges e.g. Spelling Bee. • Help baskets/working walls containing writing prompts e.g. phonic sound mats, alphabets, high frequency word lists to encourage independence. • In class displays and working walls. • Use of spelling apps e.g. Word Blaze.
Support (including acceleration) maths	• Use of support resources e.g. Numicon. • Targeted small group support in class. • Maths Challenges e.g. Face to face. • Advancement of more able pupils through provision of opportunities at our feeder high school e.g. Lady Hawkins School Maths Challenge. • Targeted intervention groups.
Provision for emotional development	• Highly structured small group work to encourage the sharing of feelings and emotional development e.g. Socially Speaking. • Circle times through PSHE sessions enabling children to discuss their feelings and explain their views and opinions. • The use of social stories to explore feelings and reactions • Meetings with high schools to aid transition in Year 6 • Effective pastoral support and advice provided by the Head



	Teacher, Class Teachers and Teaching Assistants. • External support is sought and advice implemented to support children's needs. • Embedded Values based curriculum. • Mentoring groups provided to address the needs of individual children e.g. to build self-esteem. • Forest Schools offers a different approach to the curriculum, which supports children with emotional needs. • All staff trained in child protection. • Safeguarding is a standing item on staff meeting agendas. • School keep of register of all children they feel are vulnerable. • All staff trained in emotional coaching.
Provision for behavioural difficulties	• Consistent approach to school behaviour policy. • Key staff are trained by the Team Teach programme (positive handling strategies) • Regular communication between school and home with a home school diary for children with high levels of need. • Close liaison with Behaviour Support Team and other outside agencies including CAMHS (Child and Adolescent Mental Health Service) and Educational Psychologists. • Detailed risk assessments completed for children who have behavioural issues. • Social skills groups to discuss feelings. • Planned individual intervention dependant on the child's needs. • All staff trained in emotional coaching.
Provision for hearing impaired	• Liaison with hearing impairment team. • Sound field in Class Two and one portable Sound Field System.
Provision for Visual impairment	• Activities to support visual perception issues e.g. Melanie Lambert visual perception activities. • Liaison with visual impairment team. • Access to resources e.g. enlarged text, magnifying bars etc.
Provision for Physical difficulties	• Fine motor skill intervention e.g. Jungle Journey. • Advice sought from NHS professionals e.g. Occupational Therapists, Physiotherapists. • Individual programs implemented as advised by NHS professionals.
Provision for medical/health difficulties	• Liaison with/training from external medical professionals. • Individual care plans for children with significant medical needs and allergies. • Provision of aids and resources to support learning e.g. writing slope. • Access to advice/assessment from external school nurse. • All staff receive Epi Pen and asthma training.



	• All staff hold a first aid certificate. • Implementation of risk assessments.
Monitoring the quality and impact of provision	• Intervention programs are closely monitored and staff are subject to rigorous observations. • Children are assessed on entry to intervention programmes and again on completion. • Costed provision maps ensure that intervention offers value for money.
Arrangements to support staff development	• The school is part of the Activate network and staff are offered regular opportunities to attend relevant training with a wide range of country wide trainers. • The SENCo has gained the CCET qualification and can undertake psychometric testing.
Relationships with parents	• All parents are offered appointments once a term in addition to Parent's Evening to discuss their child's needs. • Parents are encouraged to speak to the SENCo at their earliest opportunity if they have any concerns. • Parents are provided with Pupil Passports which detail personalised targets and provision. • Early Help Assessment (EHA) meetings can be implemented to ensure families receive appropriate support from professional agencies. • Termly 'Learning Together' leaflet sent out to all parents to offer suggestions of how to support difficulties at home. • Termly SENCo Coffee morning offered to all parents as an opportunity to seek advice and network with other parents.
Management and conduct of reviews	• Review of targets take place on a termly basis. • All parents are offered appointments once a term in addition to Parent's Evening to discuss their child's needs. • Annual reviews take place each year to review the targets on Education, Health Care Plans. • Relevant professionals are invited to attend Annual Reviews or requested to submit reports.