Learning, growing, achieving-TOGETHER

St Meryl School Special Educational Needs and Disability (SEND) CORE OFFER

St Meryl School is an inclusive school and may offer the following range of provision to support children with additional needs. Not all pupils will need all of these interventions all of the time. Some interventions may be over a defined period of time whereas others may be part of a pupil's continuous programme of provision in order to enable them to access learning effectively and achieve the best outcomes possible. Interventions are tailored to match individual needs and the impact is monitored both formally and informally.

This is not an exhaustive list and children access a wide range of provision to support them in all areas of school life as well as mentally, socially and emotionally.

To support pupils socially and emotionally	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)

• Jigsaw PSHE • Peer mediation • Buddies – with older pupils pairing up with younger pupils • KS2 Play Leaders • School Council • Eco Council • Opportunities for pupils to talk one-to one with adults • Quiet areas • Designated Mental Health Lead • Fully inclusive, wide range of extra curricular activities • Moments of mindfulness • Yoga • Zones of Regulation (generic) • Celebration assemblies • Thorough transition support (year to year, primary to secondary) • Friendship and anti-bullying focus weeks • P4C sessions • Postcards and phone calls home • Positive Minds with Watford FC (Y6) • Knowledge, understanding and application of how brain development can affect social and emotional well being • Ethos of growth mindsets and unconditional positive regard for all members of the school community • Staff trained in and use Herts STEPS, Protective Behaviours, Attachment Awareness strategies and Mental Health First Aid	• 'Socially speaking' programme • Bespoke SEMH groups • Nurture club at lunchtime for targeted pupils • Art therapy • Play therapy • Counselling • Circle of Friends • Visuals and personalised prompts • School based Family Support Worker • Learning Mentor • LSA support (1:1 and/or small group) • Zones of Regulation (personalised) • Use of Sandbox online (with parental permission) • Team around the Family support with close liaising with outside agencies • CAMHS, Step 2, Children's Wellbeing Service, EP Service, School Nursing Team • Dedicated and carefully planned time in the Butterflies Class and Garden with specially trained staff (higher adult ratio) • Referrals to Empower, run by Watford Football Club • Detailed Pupil Passports completed • Use of One Page Profiles • Support from EBSA package

• Clear lessons on how to stay safe online, especially if and when using social media • All school staff trained and supported in using positive relational approaches (Paul Dix) • Teacher who holds Designated Mental Health Lead, Level 4 Certificate in Mental Health Aware Leadership (Education)	

To support pupils with English as an Additional Language	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)
• Labels and caption in dual languages • Diversity weeks • Planned programme of assemblies with guest speakers from different cultures • Ethnicity displays in and around the school • Inclusivity for all embedded throughout the school	• Use of parents and other members of the school community to support others who share the same first language • Support from SLCN Outreach Team at Central Primary
To support pupils in Maths	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)
• Numicon resources • Maths baskets of resources • Teacher who has achieved the MaST Maths Specialist Teacher qualification • Maths must-haves • Choice of challenge • Careful and deliberate deployment of adults to support progress	• Specific Maths based interventions tailored to the needs of the child(ren) • Numicon: Breaking Barriers • Learning support mentor to work with individuals and small groups of pupils • Pre-teaching • Visuals and personalised prompts • Detailed Maths skills assessment to identify gaps in learning. Plan of action then formulated • Staff accessing training led by SpLD Team
To support pupils with spelling, phonics and writing	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)

• Writing walls in every classroom • Pre-teaching • Visuals and personalised prompts • English must-haves • Careful and deliberate deployment of adults to support progress	• Specific literacy based interventions tailored to the needs of the child(ren) • Reading Revival, Write Right, Whizzy's Words • Phonics group to support children in the EYFS and KS1 • Learning support mentor to work with individuals and small groups of pupils • Alternatives to writing explored and used when necessary • Detailed English skills assessment to identify gaps in learning. Plan of action then formulated • Staff accessing training led by SpLD Team

To support pupils with their learning in other curriculum areas	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)
As the sections above in addition to: • Curriculum must-haves	• Visuals and personalised prompts • Whiteboard slides printed off in advance for pupils • Pre-teaching
To support pupils with their behaviour	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)

As the sections above in addition to: • Robust and consistent approach to behaviour, using a relational behaviour approach (Paul Dix) • Quiet areas • Jigsaw PSHE • STEPS and Attachment training (Therapeutic Thinking) • Roots and Fruits approach • Use of limited choice to support pupils	• Support from Chessbrook Educational Support Centre • Individual behaviour charts • Home/School communication books • Circle of Friends • Anxiety mapping and analysis, leading to plans of action • Risk Management Plans • 20-20-20 lunch plans
To support pupils' speech and language	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)
As the sections above in addition to: • Language rich environments • Adults as positive role models	• Access to Speech and Language Therapy Team • Support from Central Primary Outreach Team • Lego Club
To support pupils with SEND	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)

As the sections above in addition to: • Personalised Learning Plans (PLPs) • Personalised resources matched to the individual needs of the pupil • 'Now and Next' boards • Visual timetables • Inclusivity for all embedded throughout the school • Trained Autism Leads • SENCo achieved National SEND Award	• Small group/individual work with SENCo/LSA/TA/Learning Mentor • EHCP (Education, Health and Care Plan) • Educational Psychologist • Occupational Therapists and Physiotherapists • Paediatricians • Hearing and Visual Impairment Team • Access to Speech, Language, Communication and Autism Team • Access to SpLD Specialist Teachers • Outreach support from Colnbrook and Chessbrook schools • Personalised timetables to allow time for pupils to work on recommendations from Educational Psychologists and other professionals

To support pupils with physical needs	
Tier 1 (Universal)	Tier 2 (Bespoke and intensive)
As the sections above in addition to: • Adapted equipment, e.g. pens, chairs, toilets, etc • Access to i-pads and laptops as an alternative to writing • Sensory and physical movement breaks • Personalised resources matched to the individual needs of the pupil	• Writing slopes • Wobble cushions • Personalised timetables to allow time for physical therapies as recommended by occupational therapists • Disabled toilets and changing areas • Bespoke trampolining (Rebound) to develop core strength and stamina • Lift • Specialist equipment, e.g. HD digital magnifier, VI laptop • Physical Impairment Team

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