Hertsmere Jewish Primary School –

Local Offer for SEND

Hertsmere Jewish Primary School is an inclusive school and offers a wide range of provision to support children with Special Educational Needs and Disabilities (SEND). Our approach is underpinned by the principles of the SEND Code of Practice and the Equality Act 2010, ensuring equality of access and opportunity for all.

We are committed to:

- Identifying needs early and providing appropriate support
- Working in close partnership with parents and carers
- Adapting teaching to meet individual needs
- Promoting independence and inclusion
- Seeking specialist support when required

This Local Offer should be read alongside the school's Accessibility Plan, SEN Information Report, and Equality Objectives.

Identification and Support for SEND

Early identification is a priority at our school. Pupils' needs are identified through:

- Ongoing teacher assessment and observation
- Baseline and standardised assessments
- Screening tools where appropriate (e.g. literacy, speech and language, maths)
- Communication with parents

We follow a graduated approach to SEND support:

- **Assess:** Teachers and the Inclusion Team identify needs through assessment and discussion with parents.
- **Plan:** Targets and support strategies are agreed and shared.
- **Do:** High-quality teaching is adapted and targeted interventions are delivered.
- **Review:** Progress is reviewed regularly (termly), and provision is adjusted accordingly.

Where needed, we involve external professionals or may apply for an Education, Health and Care Plan (EHCP).

Partnership with Pupils and Parents

We place great importance on working in partnership with families.

- Parents are involved in all stages of the SEND process through regular communication and meetings

- Termly Learning Profile meetings and EHCP reviews
- Open door policy for ongoing communication
- Pupils are encouraged to share their views about their learning and support
- Feedback from parents and pupils informs provision and school development

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Outcomes for Pupils with SEND

Our aim is that all pupils with SEND:

- Make good progress from their individual starting points
- Develop independence and confidence
- Feel safe, included, and valued
- Develop strong social, emotional, and communication skills

Progress is monitored through assessments, provision reviews, and Pupil Progress Meetings.

Social Skills & Self-Esteem Support

- Practical skills programmes tailored to individual children
- Social groups led by trained staff
- PSCHE curriculum addressing self-esteem and social development
- Nurture groups, including during break and lunchtimes
- Chill Zone for KS2 pupils
- Structured indoor lunch provision
- Buddy systems
- Building Bricks Therapy
- Use of social stories

Supportive Learning Environment & IT Resources

- Pre-teaching of vocabulary, concepts and strategies
- Interactive whiteboards in every classroom
- Access to laptops, iPads and Widgit software
- Visual learning displays
- Touch typing programmes
- Specialist equipment (writing slopes, overlays, wobble cushions)
- Soundfield systems
- Two sensory rooms with specialist equipment

Speech & Language Support

- Planned speech and language programmes
- Input from NHS and private therapists

- Staff training
- Targeted language groups
- Use of specialist resources

Mentoring & Leadership Opportunities

- Talk partners
- Peer reading
- School Council and prefect roles
- Leadership opportunities (Head/Deputy pupils, House Captains)

Occupational Therapy & Physiotherapy Support

- Delivery of OT and physiotherapy programmes
- Regular liaison with therapists
- Sensory circuits and climbing trail
- Fine and gross motor activities

Emotional Wellbeing & Anxiety Support

- Soft start to the day and meet-and-greet
- Home–school communication tools
- Transition books
- Visual timetables
- Small group and indoor provision
- Use of Boxall Profile
- Zones of Regulation and 5-point scale
- Wellbeing curriculum and resources
- Dedicated wellbeing staff

Behaviour Support

- Therapeutic behaviour approaches
- Outreach support where required
- Reward systems and reflection time
- Behaviour-focused social stories

Literacy Support

- Quality First Teaching
- Daily reading lessons

- Guided and one-to-one reading
- Intervention programmes (e.g. Reading Revival, Toe by Toe)
- Phonics (Reception–Y2)
- Spelling and SPAG (Y3–Y6)
- Parent workshops
- Working walls

Numeracy Support

- Daily maths lessons
- In-class support and booster groups
- Use of manipulatives (e.g. Numicon)
- Targeted interventions
- Working walls

Curriculum Access Support

- Visual and concrete resources
- Pre-teaching strategies
- Specialist equipment
- Personalised curriculum pathways
- Individual targets and reviews
- Advice from external professionals

Independent Learning Development

- Visual timetables and Now & Next boards
- Success criteria and checklists
- Multi-sensory approaches
- Differentiated tasks and structured support

Support During Unstructured Times & Personal Care

- Supervision at break and lunchtime
- Chill Zone and structured activities
- Indoor provision
- Health Care Plans and personal care support

Planning & Assessment

- Regular review of individual targets

- Termly assessment and intervention tracking
- Pupil Progress Meetings
- Ongoing monitoring of provision impact

Communication & External Partnerships

We work closely with a range of external professionals, including:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists and Physiotherapists
- Health professionals and school nursing team

These partnerships support assessment, advice, and effective provision.

Transition Support

We support pupils at all key transition points:

- Entry into Reception
- Between year groups
- Transition to secondary school
- In-year admissions

Enhanced transition arrangements are provided for pupils with SEND, including additional visits, transition resources, and personalised planning.

Medical Support

- Individual medical protocols
- Access to trained first aid staff
- Defibrillator on site

Funding

For children with more complex SEND needs, the level and frequency of support may lead the school to apply for High Needs Funding.

Further Information

See the Hertfordshire Local Offer: www.hertfordshire.gov.uk/localoffer