



# **School Offer 2025-2026**

## Introduction

At Stonehill School we put children at the heart of everything we do. We believe in treating each child as an individual, assessing and supporting their needs. Below is a list of the provision we can offer that is above and beyond the Quality First Teaching that we offer for all of our pupils.

### Intervention

#### Social skills programmes/support including strategies to enhance self-esteem

- Small group turn-taking games with a Learning Support Assistant to support interactions
- Personalised social stories (e.g. to support “going to swimming lessons with my class”, “transition to a new class” or “acceptable behaviour in school”)
- One-to one and small group support to develop anger management systems
- Small group support with a Learning Support Assistant or our Family Support Worker to develop an awareness of emotional literacy
- Individual Circle time activities
- PSHCE sessions
- Talkabout intervention sessions with LSA, SENCo or family support worker.

#### Access to a supportive environment: IT facilities/equipment/resources (including preparation)

- Pre-teaching and review of strategies and vocabulary
- Access to own voice recording equipment for verbal rehearsal to support written work
- Prompt and Reminder cards for organisational purposes
- Specialist equipment to aid physical needs (e.g. writing slopes, wobble cushions, adapted writing equipment, disabled toilet)
- Visual pictorial timetables
- Prompt and reminder cards for organisational purposes e.g. now and next boards.
- Access to laptops, tablet and iPads
- Specialist equipment to access the curriculum e.g. individual laptops
- Resources labelled with photo, communication in print symbol and words for children to access independently
- Touch typing programme led by the Visual Support Team
- Electronic Pen reader

### Strategies/programmes to support speech and language

- Interventions derived from an objective programme from a speech and language therapist
- Delivery of a planned speech and language intervention by a trained teaching assistant
- Learning Support Assistants to implement speech and language targets
- Some members of Teaching and Support staff trained to Level 2 and 3 of Ekklan
- Interventions as whole class, small groups and 1:1 if necessary after assessments using the Wellcomm Speech and Language toolkit.

### Mentoring activities

- Use of talk partners
- Use of peer mentoring e.g. for shared writing activities, modelling work
- Buddy systems
- Inter-generational workshops to model to parents strategies to support their children's learning

### Strategies/programmes to support Occupational Therapy/ Physiotherapy needs

- Interventions directed and detailed in reports from an occupational therapist
- Delivery of planned interventions from occupational therapist/physiotherapist by LSAs
- Delivery of advice and strategies from the occupational therapist and physiotherapist by Learning Support Assistants

Strategies to reduce anxiety /promote emotional well-being (including communication with parents)

- Meet and greet at the start of the day, along with handovers and face to face feedback at the end of the school day
- In-class Learning Support Assistant support to build up trust with one member of staff
- CAMHS (Child and Adolescent Mental Health Services) referral
- Step 2 referral
- Check in session with Family Support Worker
- Comprehensive PSHCE programme using Jigsaw including DATE and RSE
- One-to-one support with a named member of staff for children with exceptional needs
- Home-school communication books
- Positive praise communication booklets
- Regular meetings between staff and parents/carers
- Regular TAF (Team Around the family) EHM (Early Help matters) and CIN (Child in Need) meetings
- Extended school support
- Emotional Literacy in 1:1 or small group with LSAs or the Family Support Worker
- Food vouchers issued for Letchworth Food Bank when necessary
- Liaison with housing officers from Settle, Howard Cottage etc.
- NESSIE referrals
- Work with Drama or Art therapist where available
- Referrals to bereavement support and staff trained by 'Standbyme'.

Strategies to support/develop literacy inc. reading

- Small group interventions with literacy programmes
- 1:1 and small phonics intervention group
- One-to-one and small group tuition programme for targeted children
- Handwriting programmes for small groups
- Special reading schemes to develop reading skills
- Read Write Inc Fresh Start

- Individual dyslexia friendly convergence and fluency builder activities
- Use of visual, auditory and kinaesthetic equipment to support the curriculum (e.g. word banks, dyslexic friendly displays, individual task plans)
- Intensive 1:1 daily Read Write Inc sessions with an LSA
- 1:1 literacy review and pre-teaching activities
- Dyslexia Gold programme of activities

### Strategies to support/modify behaviour

- Pastoral support plans in place if required
- Use of the school's behaviour policy and ladder
- Reward systems in place
- Home/school communication books
- Weekly/daily contact with parents via face to face /telephone contact
- Referrals to, and support programmes from N.H.P.S.S
- Emotional literacy and anger management intervention
- Chewy and fiddle toys
- Individual Risk Reduction plans (IRRp) for specific individual children
- Use of "Herts. Steps" positive handling procedures
- Use of Roots and Fruits /Anxiety mapping resources

### Strategies to support/develop numeracy

- Small group SpLD programme for targeted children e.g. UCAN2
- Use of visual, auditory and kinaesthetic equipment to support the curriculum (e.g. Numicon, cubes, dyslexia friendly displays)
- 1:1 numeracy review and pre-teaching activities
- Activities from 5 minute box completed with LSA
- Personal learning plans with targets from SENCo

### Strategies to facilitate/support access to the curriculum

- Small group support from the classroom Learning Support Assistant
- One-to-one support in the classroom from an LSA to facilitate access through support or modified resources
- Class and individual pictorial timetable and timelines
- Purchase and use of specialist equipment and furniture adaptations (e.g. desk-top writing slope, wobble seats, pencil grips, left handed equipment, coloured overlays and writing paper)
- Teaching of key facts and vocabulary prior to a lesson via mind mapping
- Personalized curriculum
- Individual risk assessment carried out for specialized activities and school trips

### Strategies/support to develop independent learning

- Visual timetables
- Checklists and task plans
- Access to personalized IT equipment
- Pre-teaching and reviewing vocabulary and content
- Adapted curriculum
- Modified resources and use of kinaesthetic resources
- Alternative methods of recording learning
- Peer support

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

- Support with personal care from LSAs
- Quiet Club at Lunch for those that prefer not to be outside
- One-to-one named Learning Support Assistants to support play and interactions with others at lunch time
- Quiet and calming environment for ASD pupils in unstructured times and for brain breaks with prior agreement from SENCo, FSW and parents

### Strategies/support for ASD pupils

- Use of quiet spaces e.g. the Rainbow Room where children can go, free from distractions
- Staff trained to at least level 1 by the Autism and Education Team to ensure greater understanding of individual needs.
- Clear 'Transition Pathways' that support transitions within the setting/school and when a child moves on to their next School
- Strong Parental partnerships so that any change in a child's circumstances are quickly responded to and needs are met. This relies on open parental communication.
- Listening to the child's views, and take in to consideration that children have different ways of communicating ensuring appropriate strategies to support them.
- Regular meetings between SENCo, teacher, child and parents to ensure child's needs are being identified and met.

### Planning and assessment

- Personal Learning Plans (PLP)
- Provision Mapping
- Education health and care plans (EHCP)
- Annual meetings to review EHC Plans
- EHM (Early Help matters) and TAF (Team Around the Family) working alongside outside agencies
- Targets set following advice from outside agencies
- Termly review of targets with child/parents
- Targeted groups and children named on plans
- Use of Early Years Foundation Stage (EYFS) learning goals
- Pupil progress meetings termly
- Use of Performance Indicators for Valued Assessment and Targeted learning (PIVATS) for those children working well below peers.
- Tracking charts used to track progress throughout the school
- Use of distribution sheets & Iceberg tracker sheets to assess progress
- Roots and Fruits & Anxiety mapping resources

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

- Liaison with a wide range of external professionals
- Regular progress meetings with parents
- Team Around the Family (TAF) to support the implementation of the Early help matters (EHM)
- Child in Need (CIN) and Child Protection (Core Group and CP) meetings
- Support offered to parents to explain professional reports and related school provision plans
- Working alongside the Attendance Improvement Officer & Intensifying Families First workers
- Parents offered help with the selection of secondary or specialized schools
- Support and information prepared for appointments at CDC (Child development Centre) and CDAC (Communication disorders assessment clinic), PALMS (Positive behaviour, Autism, Learning disability and Mental Health Service) CAMHS (Children and Adolescent Mental Health Service) OT, SSAT (Send and Specialist advice team) and Speech and Language therapist

Access to medical interventions

- Liaison with/training from external medical professionals
- Health care plans and individual care plans when necessary
- Procedures in place for storing and administering medicine in school
- Trained first aiders administer first aid at break and lunch times
- Individual care plans for pupils with medical needs
- Staff trained in life saving interventions to support children
- Specific staff trained to use specialized equipment (e.g. diabetic testing and administering insulin, epi pens)