

Whole School Provision Map by Areas of Need

Our school strives to include all children. We have a range of provision that children can access should they need to:

- Wave 1- this provision is for ALL pupils
- Wave 2 -this provision is for some pupils
- Wave 3 -this provision is for specific pupils

Children may not necessarily be on the Special Educational Needs Register to benefit from additional support. Children do not always learn in a 'smooth' trajectory and many will require support for a short period over the course of their schooling. We always seek to meet with parents where concerns are significant and certainly when we identify a child as having Special Educational Needs, (SEN). Children with a disability are prioritised and planned for.

SEND Wave 1

Cognition and Learning

Differentiation within classes
 Target setting
 Guided Reading
 Spelling and grammar programmes
 Daily Little Wandle phonics, Keep up sessions and spelling in KS1
 Times Tables Rock Stars and practice in KS2
 Learning Support (class-based Teaching Assistant) in all classes
 Effective feedback to children about their work – verbal and written
 Practical resources to support learning concepts such as manipulatives and pictorial representations
 Use of Interactive Whiteboard
 Stimulating and supportive learning environment using a range of learning styles (multisensory, auditory, visual, kinaesthetic)
 Pre-teaching, rehearsal, repetition & over learning
 Chunking learning, small step planning and structured tasks
 Encouraging independence through teaching metacognition strategies
 Staff Continuous Professional Development
 Half termly assessment/ tracking of pupil progress.
 Educational visits and visitors
 'Star of the Week' and 'Academic Learner award' contributes to motivational levels and engagement in learning tasks
 Senior Leadership Team regularly observes, monitors and moderates work to ensure 'quality first' teaching
 System to identify children causing concern
 Regular access to the library
 Transition processes with feeder schools
 Flexible seating and grouping arrangements to maximise learning

Communication and Interaction

Whole class strategies for gaining attention
 Teacher modelling speech and extending language and concepts.
 Repeating instructions and key language back to children
 Breaking down verbal instructions
 Simplifying and clarifying language
 Giving children time to process and respond
 Talk for Writing
 Use of drama
 Visual resources – clear labelling in the classroom and around the school, task cards
 Technology, Interactive whiteboard, laptops
 Visual timetables in all classrooms
 Non-verbal prompts and hand gestures
 Talk Partners in the classroom
 Practical and concrete experiences which support language understanding
 Opportunities for verbal rehearsal and mind-mapping new concepts before writing
 Nursery TA trained in 'Makaton'
 Nuffield Early Language Intervention/ Speech and Language Link
 Screening
 Staff CPD

Social, Emotional and Mental Health

Whole School values
Whole school behaviour policy, practice and routines
Class visual timetable
Positive reinforcement
Thrive Approach School with 2 Thrive Practitioners
Trick Box strategies
Classroom Zones of Regulation
Emotion Coaching
Restorative Justice
Class agreed rules
School Council
Celebration Assembly
House system
Jigsaw PSHE, RSE curriculum
Whole school assemblies and class assemblies offer a spiritual dimension
We are a church school – links to St Mark's Church.
Animals on site to develop nurturing skills
Teacher/ TA support during break times/lunchtimes
Playground games
Links with Inclusion Officer
Year group trips and events
Transition links to secondary schools
Access to Racial and Ethnic Minority Support (REMA) to support families and children new to English and the Traveller Community
Referral to Child Well-Being Practitioner
Staff professional development

Physical/Sensory

Climbing frames, playground activities, Physical Education (PE) equipment
Daily mile
Outdoor Learning
Grow Zone
Lunchtime gardening club
Lunchtime and after school sports clubs
Wheelchair access available
Breakfast club
School lunch
Fruit snack
Daily handwriting practice
Resources such as pencil grips, fidget cushions, sensory boxes
Flexible teaching arrangements e.g. varied seating arrangements, movement and learning breaks, if necessary
Accessibility Plan in place in readiness for any pupils with a disability joining the school
School Nurse referrals

SEND Wave 2

Cognition and learning

SEND Support Arrangements for individual pupils needing support
Teaching Assistants training in specific interventions: Precision Teaching, Little Wandle Catch Up phonics, First Class@Number, Success@Arithmetic High Five, Inference Training, SNAP maths.
SENCo trained in Reading Recovery
Metacognition strategies
SENCo tracking of pupils' progress in specific interventions to ensure effectiveness
Referral to Specialist Teachers for Inclusive Practice

Communication and Interaction

Staff Continued Professional Development
Senco trained in ELKLAN
Liaison with External professionals – Speech and Language Therapy
Speech Therapy Early Years Resource Pack
Speech and Language Link/ NELI interventions
Talk Boost in Nursery
Now and Next Boards

Social, Emotional and Mental Health

SEND Support Arrangements for individual pupils needing support
SENCo tracking of pupils' progress in specific interventions
Thrive Approach class targets
Personalised Zones of Regulation
Home/School Link Worker provides bespoke support for families
Consultation with Primary Mental Health Worker
Meet and Greet
Referral to Specialist Teachers for Inclusive Practice

Physical and Sensory

OT Early Years and School Age Resource Pack
Jump Ahead motor skills pack
Teaching Assistants training in specific interventions where necessary
Monitoring safety in practical lessons and PE
Access to a range of sensory equipment if necessary
Accessibility Plan in place for those with a disability joining the school
Link Occupational Therapist
Referral to Physical and Sensory Support Service

SEND Wave 3

Cognition and learning

SEND Support Arrangements
Advice from Specialist Teachers for Inclusive Practice and Early Years SEND Advisor
Advice from Specialist Early Education Service
Referral to Educational Psychologist (EP)
If necessary, specific support from a Teaching Assistant on a 1:1 or small group basis
Little Wandle Phonics SEND programme
Literacy For All Intervention
Technology such as Clicker 8
Access to a variety of interventions (as for Wave 2)

Communication and Interaction

Autism Outreach Support (Freemantles Specialist School)
Access to parent support programmes for Autism
Home-School Communication books for individuals
Equipment for specific needs purchased when necessary
Support from Speech and Language Therapy Service
Colourful Semantics
Personalised visual support
One to One language intervention
Lego Therapy group
Social Stories

Social, Emotional and Mental Health

Personalised behaviour management plans/strategies
Individual Risk Assessments
Individual visual timetable
Advice from Specialist Teachers for Inclusive Practice
Referral to the Child and Adolescent Mental Health Service (Mindworks)
Liaison with Children's Services
Thrive sessions from Thrive Practitioner
If applicable, specific support from a Teaching Assistant
Small group and 1:1 support for social skills/ recognising and managing feelings/self-esteem/ anger management/ bereavement
'Talkabout' social skills programme

Physical/Sensory

Occupational Therapy (OT)
Physical and Sensory Support Service (PSSS)
Wheelchair access
Accessibility Plan in place in readiness for any pupils with a disability joining the school
Individual Care Plan, if necessary
Equipment for specific needs purchased where needed, e.g. 'Wobble' cushions
Teodorescu Write from the Start and Individual handwriting programme
If applicable, specific support from a teaching assistant.