

Whole School Provision Map with graduated responses

| <p>Universal Level</p> <p>Provision of an learning environment that is inclusive and teachers that are aware and trained at the appropriate level to meet a range of Special Educational Needs and Disabilities (SEND)</p> | <p>Targeted support</p> <p>Support in addition to universal level for children with or without SEND that need individual or small group support to differentiate learning or supplement learning over a limited period to address learning gaps</p> | <p>Personalised Individualised Learning</p> <p>Learning and development activities that are specifically and personally planned to enable individual children with SEND to participate and make progress</p> |
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| <p>Social Emotional and Mental Health</p> | | |
| <p>Whole School systems:</p> <ul style="list-style-type: none"> • SEMH identified on school plan • SEMH champion in place • Policies in place for : Special Educational Needs and Disability Inclusion Attendance Teaching and Learning Anti-bullying Behavioural policy Safeguarding | <p>Whole School systems:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Plan, do, review cycle • Behaviour monitoring • Targeted pupils screened and needs identified • Difficulties identified and shared with in parent meetings • Staff trained in Lego Therapy | <p>Whole School systems:</p> <ul style="list-style-type: none"> • Inclusion manager led training for TAs • SEMH champion led training for teachers • LIFT attendance for generation of individualised programmes of support • Specialist Teaching Service advice and intervention programmes |

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| <ul style="list-style-type: none"> • Whole staff training identified and undertaken • Appropriate individual CPD identified as part of pupil progress meetings • Pastoral records dated and acted on • Open door policy for access to teachers/head teacher and Inclusion Manager for parents daily • Home visits prior to starting at school to understand family background and take parental view | | <ul style="list-style-type: none"> • SEND parent review meetings to generate targets and share progress • Referral to outside agencies for specific diagnoses • Children and young people's mental health service (CYPMHS) referral for diagnosis • Early Help referral for family mediation and behavioural strategies • Child and Adult Therapeutic Talking Service referral for counselling as an individual or as a family • Early Help referral for mediation |
| <p>Provision:</p> <ul style="list-style-type: none"> • Christian values embedded within all activities • Adult buddies within school for children to approach • Time out facilities within the wobble room | <p>Provision:</p> <ul style="list-style-type: none"> • Small group interventions with a focus on social skills, anxiety, anger, listening, resilience, talking: <ul style="list-style-type: none"> -Social skills groups -Dealing with feelings -Boxall interventions | <p>Provision:</p> <ul style="list-style-type: none"> • Children and young people's mental health service (CYPMHS) referral for diagnosis • Referral to community paediatrician where appropriate |

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| <ul style="list-style-type: none"> • Teach team trained staff for de-escalation • Staff trained on Boxall observations and assessments • Sensory equipment within school • Outside learning areas • Alternative recording arrangements where required • Friendship stops • Mindfulness activities | <ul style="list-style-type: none"> -Yoga and breathing exercises -Language for thinking -Time to talk -Learning to become socially talented Children -Lego therapy | <ul style="list-style-type: none"> • Early Help referral for family mediation and behavioural strategies • Child and Adult Therapeutic Talking Service referral for counselling as an individual or as a family • In house specific programmes: <ul style="list-style-type: none"> -Drawing on relationships -Forest of feelings -Anxiety Gremlin -Boxall Interventions -Cool Connections Cognitive Behavioural Therapy -Social Stories -Incredible 5 point scale • Access to High Needs Funding where support in place would consistently exceed £6000 |
| Cognition and Learning | | |
| <p>Whole School systems:</p> <ul style="list-style-type: none"> • Teaching and learning policy in place • Triangulation to monitor academic progress, academic | <p>Whole School systems:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions | <p>Whole School systems:</p> <ul style="list-style-type: none"> • Specific assessments undertaken to identify needs: Ravens, British Picture vocabulary Scale, Dyslexia |

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| <p>achievement, quality of planning and teaching and book scrutinies</p> <ul style="list-style-type: none"> • Good quality first teaching • Appropriate training opportunities identified as part of performance management • SLT aware and trained in a range of learning difficulties • Specific dyslexia and dyscalculia training undertaken • Access arrangements sought to ensure equal opportunities • Flexible classroom arrangements to meet the needs of all pupils • Alternative recording considered and discussed with pupils • Reading and comprehension ages measured three times annually • Termly assessment • Home visits prior to starting at school to understand family background and take parental view | <ul style="list-style-type: none"> • Attainment and progress analysed for different groups • Targeted pupils screened and needs identified with suitable screening mechanisms • Plan, do, review cycle • Difficulties identified and shared in parent meetings • Level 2 dyslexia trained staff in school • P level assessments available where needed to track small step progress • Progress in maths and English measured termly using national assessments and age standardised assessments • Reading and comprehension ages measured three times annually | <p>Portfolio, Phonic screening, reading speed, reading ages, comprehension ages, Dyscalculia assessment</p> <ul style="list-style-type: none"> • LIFT attendance • Cognition and Learning specialist teaching service assessment • Parent SEN review meeting to set targets |
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| <p>Provision:</p> <ul style="list-style-type: none"> • Good quality first teaching • Appropriately differentiated work • Alternative recording • Scribes when appropriate • Sound buttons • Ipads • Word banks • Task boards • Success criteria • Visual timetables • Talk partners • Talk for learning • Pupil conferencing • Interactive feedback • Visual cues and support • Active listening and focus cards | <p>Provision:</p> <p>Delivery of catch up programmes for English:</p> <ul style="list-style-type: none"> • Read Write inc One-to-One Phonics Tutoring • Read Write Inc Fresh Start • Handwriting Patterns • MSL Handwriting Rescue Scheme • Individual Reading • Accelerad • Support for Spelling • Talking Like a Writer • Literacy Booster sessions • Literacy Conferencing • First News • Reading between the lines • Precision Teaching of HFW • Clicker • Sounds into words <p>Delivery of catch up programmes for Maths:</p> <ul style="list-style-type: none"> • Number recovery • Springboard • Year 1 Intervention Support | <p>Provision:</p> <ul style="list-style-type: none"> • School Personalised learning programmes • Individual OT programmes • STS planned learning programme • Plus 1 • Power of 2 • Perform with Time • Alternative curriculum planned by teacher and SENCO • Extra time • Readers |
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| | <ul style="list-style-type: none"> • Wave 3 Maths • Maths Recovery • Dyscalculia toolkit • Precision Teaching Counting <p>General support:</p> <ul style="list-style-type: none"> • Memory magic | |
| Communication and Interaction Needs | | |
| <p>Whole School systems:</p> <ul style="list-style-type: none"> • Whole school focus on Speech and language development through the Balance Scheme • Universal screening for Speech, Language and Communication Needs (SLCN) • Home visits prior to starting at school to understand child's and parental view • Expectations for planning that demonstrates clear speaking and listening opportunities and scaffolding • Language rich environments to support all children | <ul style="list-style-type: none"> • Plan, do, review cycle • Termly pupil progress meeting • Screening on speech production for targeted children and those with historic involvement • Visual cues and pictures to support language acquisition • Appropriate staff trained at level 2 for Autism Spectrum Disorders • Appropriate staff trained on Speech Link • Language for learning observations used to inform teaching strategies | <ul style="list-style-type: none"> • Link speech and language therapist available for consultation • LIFT attendance • Therapist planned intervention sessions • SENCO led specific language screening • Referral procedures in place to use help of OT, SALT and Community paediatrician services to support speech production issues • Makaton resources available for non-communicators • STS Social Communication checklist |

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| <ul style="list-style-type: none"> • Appropriate staff trained at level 2 for Autism Spectrum Disorders • All staff trained aware of use of visuals • Additional equipment like laptops and ipads sound buttons etc where appropriate • Language for learning whole class observations used | | |
| <p>Provision:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary • Peer support • Flexible groupings • YR Language link screening | <p>Provision:</p> <ul style="list-style-type: none"> • Language for learning strategies • Language link programmes • Speechlink programmes • More than words • Time to talk • Following auditory Instructions • Talking partners • Looking and Thinking • Chatterbox • Social sequences • Critical thinking • Social Stories • Sequencing | <p>Provision:</p> <ul style="list-style-type: none"> • Language steps • Language link programmes • Speech link programmes • Language through colour • Russian scaffolding • Semantic word books • Black sheep • Makaton • Speech and Language therapist planned interventions • Language for thinking |
| <p>Sensory and Physical Needs</p> | | |

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| <p>Whole school systems:</p> <ul style="list-style-type: none"> • Policies updated in line with accessibility, Equality and SEND legislation • Planning demonstrates an understanding of PI where required • Accessibility plan in place | <p>Whole school systems:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Plan, do, review cycle • Sensory checklists • Targeted pupils screened and needs identified • Difficulties identified and shared with in parent meetings | <p>Whole school systems:</p> <ul style="list-style-type: none"> • More than words sensory checklist • OT screening and assessment available • Schools nursing service referral |
| <p>Provision:</p> <ul style="list-style-type: none"> • Disabled toilets • Wheelchair access to outside field • Wheelchair access to reception area, community room and reception • Disabled parking • SEND resources for sensory issues | <p>Provision:</p> <ul style="list-style-type: none"> • Clever hands • Fizzy programmes • Motor skills united • Sensory circuits • Handwriting programmes • Sensory SEND resources- tent, cuffs, light balls, massage, weighted shoulder wraps • Sensory breaks • Mindfulness | <p>Provision:</p> <ul style="list-style-type: none"> • Access to OT resources as required • Regular attendance at LIFT for OT and Health consultation |