



Graduated Approach (Asses – Plan – Do - Review)

Ordinarily Available Provision for pupils with SEND

**This document outlines the provision that we offer for all children at
Sytchampton Endowed Primary School**



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Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted intervention and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
Cognition & Learning	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, approaches & outcomes • Learning objectives & Success criteria clearly communicated • Working walls and practical tool kits • Use of ICT: whiteboards, iPads, laptops • In-class targeted teacher support • In-class Teaching Assistant support within class teaching (small group or individual) • Group guided reading with class teacher or teaching assistant • Phonics Shed; structured Phonics programme • Collaborative and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Improved provision of outdoor learning environment • Access to lunchtime clubs • Access to extra-curricular activities • Educational trips and residential trips • WOW events e.g., visiting theatre • Whole school policies: <ul style="list-style-type: none"> • Teaching & learning • SEND Policy • Behaviour Policy • Attendance Policy • Half-termly Pupil Progress monitoring • Reporting to parents at Parents Evenings March and July 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts • Opportunities for over learning e.g. Precision Teaching • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Maths after-school club • Consultation with Maths Co-ordinator, English Co-ordinator & Pupil Premium Co-ordinator to determine intervention / level needed • Targets set for interventions and outcomes agreed with SLT, class teacher and Teaching Assistant providing intervention • Targets routinely shared and discussed with child • Additional use of visual and practical resources • Impact of intervention measured via our new system Provision Map • If no further improvements/progress the concerns are noted by the class teacher on a 'Identification of Needs' form & further progress carefully monitored • Measured interventions in use, such as Jimbo Fun, Zones of Regulation etc. 	<ul style="list-style-type: none"> • Child placed on the Special Needs Register • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • Impact of intervention measured • Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly via Provision Map • Additional use of visual and practical resources • Use of adapted and/or specialist equipment • Involvement of Outside agencies: Pupil Referral Unit • One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP or challenging behaviours • Annual review for pupils with an Education Health and Care Plan • Views of families and child/young person reflected in IPM



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Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists • Structured school & class routines • Use of visual prompts/ICT to make learning more visual • Talking Partners • Collaborative group work • Use of lolly sticks to allow everyone opportunities to speak • 'No hands up' approach to answering q's 	<ul style="list-style-type: none"> • Visual timetables • Visual cues • Language skills interventions for pupils • Social speaking intervention groups • Individual working station • Support by training Language and Communication Teaching Assistant 	<ul style="list-style-type: none"> • 1:1 support or group intervention programme led by trained Language and Communication teaching assistant • Use of Black Sheep resources • Involvement of outside agencies: Speech & Language therapy (SALT)
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences: zone boards, values reward systems, Tea with Barnabee, raffle tickets for getting into gold on the zone board • Clear consistent whole school expectations and aspirations • Time out to reflect on incidents • Playtime intervention by 1:1 support staff • Calming room/areas are provided for children that require them • Use of Emotional Wellbeing Pathway and Toolkit • Sports Teaching Assistant organises sporting activities and games at lunchtime • Trained lunchtime supervisors • KS2 Playground Play Leaders go on to KS1 at lunchtime • Lunchtime Sports crew to encourage play • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Bereavement support 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Time out areas • Individual working station • Social skills programme • Self-esteem programme • Anger management programme • Access 'Early Help' support or 'Reach for Wellbeing' 	<ul style="list-style-type: none"> • Behaviour interventions led by 1:1 TA • Buddy support • Behaviour Support Service – advice, recommendations, work with parents/carers • Parenting Courses • Educational Psychologist - assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations



- Mindfulness training for staff

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Sensory/Physical/Medical	<ul style="list-style-type: none"> • Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures – <i>Passport to Learning</i> • Whole staff training for emergency treatment e.g., EpiPen use • Appropriately trained staff e.g., Paediatric First Aider, First aider At work • Administration of medicines procedures e.g., Consent forms filled in by parents • Bathroom management facilities • Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See "Accessibility Plan") • Risk assessments completed as appropriate e.g. off-site visits 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/medical team/sensory support team • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. For example – insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion etc. 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc. • Use of personalised, specialist equipment • Adaptations to classroom/school environment as required
Transition to and from school	<ul style="list-style-type: none"> • Open afternoon for prospective parents • Reception staff to visit all nursery and playgroup settings to meet children • Reception intake to make several visits in to school during the summer term • Information evening in July for new parents • Home visit in September by Reception class teacher • Transition visits at the end of summer term for all pupils moving up a year • Visits from staff from feeder secondary schools • Year 6 visits to local secondary schools to participate in activities and intake days • Head of Year/Form Teacher to attend meetings with class teacher 	<ul style="list-style-type: none"> • Additional visits to school on request • Additional visits to secondary school as deemed appropriate accompanied by Teacher/Teaching Assistant/Parent • Support to parents in liaising with secondary school to discuss concerns and provision • More in-depth conversation with Head of Year 7 	<ul style="list-style-type: none"> • Tailored and personalised transition plans created for all pupils with SEND and other vulnerable learners • Personalised Transition Book created with child • Additional accompanied visits to secondary school as deemed appropriate • Specific transitional activities arranged as appropriate • Support to parents in liaising with secondary school to discuss concerns and provision



	<ul style="list-style-type: none">• Exchange of data• Open evenings at High School for Year 6 children		
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