

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



Mission Statement: To love, to learn with God in our hearts

Policy revised: October 2020

Review Date: October 2021

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

From the Code of Practice published July 2014

NB: In following Covid-19 school safety guidelines during 2020 and 2021 all best endeavours will be made to adapt and deliver SEND provision within the school and in accordance with that of outside agencies e.g. running meetings with parent/teacher and outside specialists via Zoom rather than face-to-face. Covid - 19 safety practice in school is (alongside Government guidelines) continually under review.

Aims and Objectives

This policy accepts the definition of SEND as set out in the SEN Code of Practice July 2014 (Appendix 1). It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Head teacher, Inclusion Leader or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Head teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school’s work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The 'responsible person' for SEND is the Head teacher. The person co-ordinating the day to day provision of education for pupils with SEND is the Inclusion Leader. Our Inclusion Leader is Kim Connor.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such St John Evangelist Catholic School adopts a whole school approach to SEND that involves all staff adhering to a model of good practice and the use of inclusive classroom teaching and learning strategies. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

St John Evangelist is an inner city, mainstream Catholic school with pupils coming from a variety of cultural backgrounds and speaking over twenty different languages. The school provides a calm and caring environment promoting positive attitudes towards learning and each other.

The school is comprised of three separate buildings. There is a Nursery Block with step-free access to the playground and classroom. There is a one-story building housing seven classrooms with steps to enter and ramps on one side. There is a two-story building which has the hall on the ground floor and three classrooms, a library and an art/training room on the first floor. The ground floor hall can be reached by a short flight of stairs and at pavement level via the kitchen. The second floor is reached via one external and two internal flights of stairs. The school has three playgrounds. There is one disabled toilet. The school office is on the ground floor.

The school works with partners to purchase specialist equipment tailored for individual pupils where advised and appropriate.

Teachers uphold the importance of early detection of learning difficulties and involvement of parents in order to pinpoint and provide appropriate support. Teachers are willing to share advice and ideas with each other and outside specialists in order to develop specific and effective targets, strategies and methods of measuring pupil progress.

The school has a structured approach to planning, monitoring and communicating about SEND outlined in the Inclusion/SEND Calendar (Appendix 2) and built into the organisation of the school year. There is a graduated response to the waves of provision across the school outlined in the Whole School Provision Map (Appendix 3).

There is a shared approach to monitoring the progress of all pupils who access extra provisions in school and to the cycle of "Assess/Plan/Do/Review" for all pupils in the school. Class Provision Maps show the school's clear approach to planning for the learning outcomes for pupils who require provision that is extra to the usual differentiation and inclusive strategies used in by all teachers in lesson planning and delivery for the whole class.

The Head teacher, Deputy Head, Assistant Head and Inclusion Leader meet regularly to review target tracker information regarding progress. The Leadership Team also monitors the delivery of provisions run by Teaching Assistants promoting their professional development through feedback, target setting, review and training.

The school is committed to training for inclusion through staff meetings, in-house training sessions and outside courses. We work closely with Islington's Educational Psychology and Health Services (Speech & Language Therapy, Occupational Therapy and Physiotherapy) and have developed a successful in-school CAMHS service which has supported a number of parents and pupils. The school has good links with The Bridge, Samuel Rhodes, Richard Cloudeley and New River College outreach services who regularly visit to provide outreach support and specialist advice regarding individuals and/or groups of pupils – as well as providing whole staff and specific-to-individual pupil training. The school welcomes the advice of all outside specialists to aid inclusive practice and values a team approach to supporting pupils with SEND by promoting communication between all groups supporting the pupil with importance placed on pupil and parental involvement throughout (Appendix 3 lists the outside support services currently accessed by the school).

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and Inclusion Leader will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties. Class teachers use inclusive multi-sensory classroom strategies such as Visual Timetables, "Think Time," "Talk partners" and practical and visual resources to enhance the learning of all children and support those with learning difficulties. Regular staff training is organised from Outreach Services and carried out by the Inclusion Leader in areas such as how to be "Dyslexia Friendly" to maintain this inclusive approach.

Providing the Graduated response: SEND Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: developing their speech and language, acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach.

Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, an Individual Plan: Additional Learning Targets/SEN Pupil Passport/SEN Support Plan) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- In-class support by TA
- Small group work
- Home/school reading systems
- Home/school help with Mathematics
- Behaviour support/modification programmes
- Support in the playground
- Use of specialist equipment
- Alternative teaching strategies
- Individualised teaching and learning programmes
- Regular and joint communication between class teacher, parent, pupil, Inclusion Leader and other staff in a team approach.

The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map or Individual Plan. Parents and children will be involved in developing this plan. The plan will also set out review arrangements.

Where more than one agency is involved, the school, will arrange joint TAC and planning/review meetings to ensure a joined-up approach for pupils, parents and teachers.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the Inclusion Leader where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests. Where necessary, pupils will be referred to the Inclusion Leader in order to refer on for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving additional needs funding, or with an EHCP will be reviewed annually.

Resources

SEND Budget

INCOME	£
Schools Block SEND Funding	216436
High Needs Block SEND Funding	0
High Needs Block Top-Up Funding for Individual Pupils	55580
Out borough statements	7413
Other Targeted Income	8422
Other (please specify)	0
TOTAL INCOME	287851
EXPENDITURE	
£	
Inc-Leader (time allowed for Inco duties) & Other Specialist SEND teacher support	86550
AEN / SEN Admin	11250
Teaching Assistants	181600
Meal Supervisors	5700
Professional Development	3000
Resources	2000
Other (Please specify) Speech and Language; EP; Hackney SEN	25160
TOTAL EXPENDITURE	315260
INCOME AND EXPENDITURE BALANCE	-27409

The principles which guide the governing body in allocating resources are based on assessment and observation of pupil progress, regular progress review meetings of Senior Leadership Team and information/advice from outside support services.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often a crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-Agency Working

Regular liaison is maintained with a number of external agencies including:

- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Behavioural Support Service (including Alternative Education Provision ie Pupil Referral Units)
- Health Service (school nurse, dietician, SALT, OT and Physiotherapy)
- Education Welfare Service
- Families First and other family support services
- Social Services

A full list of outside support services accessed by the school can be found in the School Information Report (Point 13).

Joint meetings are regularly held and information shared to maintain strong communication links between outside agencies, teaching staff, parents and pupils in order to support continuity and best practice in supporting pupils with SEND.

With parental permission, advice is sought quickly from outside agencies if it is felt that this will further support the pupil's progress in school.

Parent "Stay and Learn" sessions are held regularly and cover a number of inclusive topics delivered by staff and outside agencies such as SALT, CAMHS, School Nursing Team. These are aimed to provide information for parents and an opportunity to share ideas, seek advice and gain signposting to other helpful services.

Team around the Child (TAC) meetings are held where outside agencies are invited to ensure provisions in place are meeting children's needs and seek further support for children where they are not making adequate progress. Team Around the School (TAS) meetings are held where outside agencies are invited to ensure that relevant staff training and school-wide inclusive strategies and programmes are in place, and their effects monitored, to meet the needs and support the progress of targeted groups of children with SEND e.g. children with a dual diagnosis of Autism and ADHD. Overall progress and issues are discussed at Governors Curriculum meetings and resourcing for SEND and its impact on outcomes at the Governors Resources Committee.

Arrangements for the Treatment of Complaints

If parents wish to make a complaint details of the procedure are available in the School's Complaints procedure which is available from the School Office.

Workforce Development

In-service training needs related to special educational needs will be identified by the Head teacher in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEND
- Improved behaviour and attitude to learning of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other Policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.

Appendices attached to this policy:

1. Definition of "Special Educational Need" (SEN Code of Practice July 2014)
2. Inclusion/SEND Calendar
3. Whole School Provision Map

Appendix 1.

Definition of "Special Educational Need" (SEN Code of Practice July 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in

mainstream schools or mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Definition of "Special Educational Provision" (SEN Code of Practice July 2014)

For children aged two or more special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions

Definition of "Disability" (SEN Code of Practice July 2014)

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Appendix 2.
Inclusion/SEND Calendar

September	October	November	December
<p>Inclusion Leader to make requests for Nursery additional hours & additional Needs funding if necessary.</p> <p>Staff meeting to review/plan SEND practice and information.</p> <p>Setting up and in-house training for TAs to deliver provisions for this academic year.</p> <p>Inclusion Leader has planning meeting with EP, SALT and other Outreach Services eg The Bridge.</p> <p>Inclusion Leader liaises with School Nurse to provide appropriate yearly training for all staff.</p> <p>Health Care Plans reviewed with parents and School Nurse (if needed).</p> <p>Setting up and in-house training for TAs to deliver provisions next academic year.</p>	<p>Inclusion leader + all staff to review SEND Policy (policy written up).</p> <p>SEN Reviews with parents to: review current plans for pupils (organised with previous teacher) and set new targets. Copies of new plans given to parents and shared with relevant staff.</p> <p>General parent/teacher consultations.</p> <p>Provision Map reviewed with SLT, Inclusion leader & current class teachers via TT & PPRs.</p>	<p>Teachers to review SEND class list with Inclusion leader who updates school SEND Information following recent SEN reviews.</p>	<p>Inclusion Leader to meet with SLT & KS2 Phase Leader & Yr 6 Teacher(s) to discuss Access Arrangements for KS2 SATs.</p> <p>Inclusion leader/ SLT/Yr 6 teachers/KS2 Phase Leader & parents of SEND pupils discuss and set up any special arrangements needed for Year 6 School Journey.</p> <p>PPR meetings held and Provision Map reviewed for the Spring Term.</p>
January	February	March	April
<p>Staff meeting for teachers to catch up on progress of pupils SEND and keep files up to date.</p> <p>Inclusion Leader to do testing/preparation (then make requests) for Access Arrangements for KS2 SATs.</p>		<p>SEN Reviews with parents to: review plans and set new targets before the Easter holidays.</p> <p>General parent/teacher consultations.</p> <p>PPR meetings held and Provision Map reviewed for the Summer Term.</p>	<p>General SATS parents meeting.</p>
May	June	July	August
<p>Staff meeting for teachers to catch up on progress of pupils with SEND and keep files up to date.</p> <p>SEN Reviews with parents to: review current plans and set new targets if not done in March.</p>	<p>Teachers to review SEND Support Class List with Inclusion Leader who updates the school SEND information.</p> <p>Hand-over meetings between teachers to discuss pupil's current plans and pass on information.</p> <p>Inclusion Leader attends Islington Yr 6 Transition Conference and liaises with out-of-borough school to support secondary transition.</p> <p>Provision for next academic year mapped by SLT, Inclusion Leader & current teachers ready for September.</p>	<p>End of year up- date on pupil's progress with parents if required.</p> <p>General reports sent out to parents.</p> <p>Inclusion leader visits pre-school nurseries and early year's centres to support the transition of new pupils with SEND to the school nursery/reception classes.</p> <p>Setting up and in-house training for TAs to deliver provisions next academic year.</p> <p>Re-organising SEND Support folders for September.</p> <p>Inclusion Leader to make requests for Nursery additional hours & additional Needs funding if necessary.</p>	

Staff meetings/INSET
 Specific SEN meetings with parents
 General exchange of information with parents
 Specific meetings between teachers
 Reviews with Inclusion Leader

St John Evangelist School - Whole School Provision Map - Description

A graduated response to children's learning needs	Wave 1	Wave 2	Wave 3
Definition of Waves	Quality first teaching in the classroom through differentiation and inclusive practice.	Intervention programmes (1:1 or small group) for identified pupils aimed at helping them to "catch up" with their peers or maintain progress. These interventions may be personalised (based on personal assessment) or a planned programme followed by the group.	Personalised intervention (based on assessment and monitoring) targeted for pupils identified as needing individualised SEND support. This provision often draws on specialist advice from outside support agencies.
Analysis of need	This wave includes all learners. The majority of the class should have their learning needs met within this wave. Specific groups such as EAL learners or Dyslexic learners should be able to access the curriculum offered at Wave 1 through the teacher's growing knowledge and use of inclusive strategies and differentiation.	Pupils in these groups need something additional and extra to Wave 1 provision i.e. a programme to help boost their knowledge and ability. The aim of a Wave 2 programme is to help the pupil "catch up" with his/her peers. They may/may not also be receiving SEND support.	These pupils have complex special educational needs eg. severe specific learning difficulties or a condition such as autism or global developmental delay. They need something additional and extra to Wave 1 & 2 provision (but may have received a Wave 2 programme). They will have a SEN Support Plan or have an EHCP.
Examples of provision	Lesson planning & differentiation Multi-sensory strategies Inclusive practice Talk partners/ Thinking Time Dyslexia-friendly teaching Brain Gym & Water Assessment Timetable	Language Groups Social Skills Groups Learning Mentoring Fine Motor Skills groups Star Readers/Catch Up Literacy Spelling intervention/Focus Number Box/ Power of 2 Intervention Handwriting Groups Can also be Wave 3 - adapted to suit the pupil's individual learning needs.	Pupil working on SEN Support Plan or EHCP targets or following a programme advised by an outside specialist such as SALT, OT, and/or an Outreach Team. He/she may/may not have a Teaching Assistant supporting their learning for part/all of the school day.

Whole School Provision Map 2018-19

Year Group Foundation stage	Wave 1	Wave 2	Wave 3
Nursery (Sun Class)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Breakfast & After School Club ▪ Home/school Reading Record ▪ Daily phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Group Targets ▪ Inset/Professional development ▪ CAMHS in School ▪ Early Years SALT advice ▪ Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> ▪ Provision Mapping ▪ Additional Learning Targets individual plan. ▪ SEND Pupil Passport/. ▪ Regular CT/TA focus group ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Early Years SALT advice ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups ▪ Visual Resources ▪ Finer motor skills group (TA) 	<ul style="list-style-type: none"> ▪ Inclusive multi-sensory strategies, resources and visual prompts. ▪ SEND Support Plan/EHCP ▪ Regular CT/TA focus group ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ Visual Resources ▪ SALT advice/input for caseload pupils ▪ Communication Book if needed ▪ Specific strategies/programme devised with Inco and/or specialist advice eg OT/Outreach Services. ▪ Sensory Circuits
Reception (Moon & Stars)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Breakfast & After School Clubs ▪ Playground friends ▪ Home/school Reading Record ▪ Daily Phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Group Targets ▪ Inset/Professional development ▪ CAMHS in School ▪ Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> ▪ Provision Mapping ▪ Additional Learning Targets individual plan. ▪ SEND Pupil Passport/. ▪ Regular CT/TA focus group ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Language Groups/ in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups ▪ Visual Resources ▪ Finer motor skills group (TA) 	<ul style="list-style-type: none"> ▪ Inclusive multi-sensory strategies, resources and visual prompts. ▪ SEND Support Plan/EHCP ▪ Regular CT/TA focus group ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ Visual Resources ▪ SALT advice/input for caseload pupils ▪ Communication Book if needed ▪ Specific strategies/programme devised with Inclusion Leader and/or specialist advice eg OT/Outreach Service. ▪ Sensory Circuits

Whole School Provision Map 2018-2019

Year Group KS1	Wave 1	Wave 2	Wave 3
Year 1 (Mercury & Venus)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Daily Phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development ▪ CAMHS in School ▪ Phonics after school club ▪ Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> ▪ Provision Mapping ▪ Additional Learning Targets ▪ SEND Pupil Passport ▪ Regular TA focus group ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups ▪ Volunteer Reader ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Learning Mentor ▪ Small group Phonics teaching ▪ Fine motor group ▪ Extra reading with TA 	<ul style="list-style-type: none"> ▪ SEND Support Plan/EHCP ▪ Regular TA focus group ▪ Attention Builders (TA/Teacher) ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ SALT advice/input for caseload pupils ▪ Communication Book if needed ▪ Volunteer reader ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Learning Mentor ▪ Small group Phonics teaching ▪ 1:1 Phonics with TA ▪ Fine motor group ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inclusion Leader and/or specialist advice. ▪ Outreach Support
Year 2 (Venus & Earth)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Daily Phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets 	<ul style="list-style-type: none"> ▪ Provision Mapping ▪ Additional Learning Targets ▪ SEND Pupil Passport ▪ Regular TA focus group ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups ▪ Star Readers/ Catch Up Literacy ▪ Volunteer Reader ▪ Beanstalk Volunteer Reader ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group 	<ul style="list-style-type: none"> ▪ SEND Support Plan/EHCP ▪ Regular TA focus group ▪ Language Groups/in-class strategies (TA/ Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ SALT advice/input for caseload pupils ▪ Communication Book if needed ▪ Star Readers/ Catch Up Literacy ▪ Volunteer Reader ▪ Beanstalk Volunteer Reader ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Learning Mentor ▪ Handwriting group

<ul style="list-style-type: none"> Inset & Professional development Maths after school club Phonics after school club CAMHS in School Easter Booster Groups Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> Small group Phonics teaching Extra reading with TA 	<ul style="list-style-type: none"> Fine motor group Small group Phonics teaching Extra reading with TA Specific strategies/programme devised with Inclusion Leader and/or specialist advice. Outreach Support
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Whole School Provision Map 2018-2019

Year Group: Lower KS2	Wave 1	Wave 2	Wave 3
Year 3 (Mars & Jupiter)	<ul style="list-style-type: none"> Good quality first teaching through differentiation & inclusive practice Assessment for learning Assessment Timetable Home/ School Reading and weekly Maths and Spelling/ Grammar homework Playground friends School Council Breakfast & After School Clubs Parent/Teacher meetings Phase Group meetings Cycle of planning, target setting & evaluation Planning/curriculum/lesson monitoring & feedback Individual targets Inset & Professional development CAMHS in School Talk for Writing Spanish lessons/appreciation Philosophy for Children Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> Provision Mapping Additional Learning Targets SEND Pupil Passport Regular TA focus group Language Group/in-class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups Social Skills Group Star Readers/ Catch Up Literacy Volunteer Reader 5 Minute Box/ Maths intervention Afternoon re-teach/pre-teach maths session/Power of 2 Grammar and Punctuation Group Spelling intervention/focus Learning Mentor Handwriting group Fine motor group Extra reading with TA 	<ul style="list-style-type: none"> SEND Support Plan/EHCP Regular TA focus group Language Group/in-class strategies (TA/Teacher) SALT advice/input for caseload pupils Communication Book if needed Zones of Regulation/Social Skills small groups/individual intervention Star Readers/ Catch Up Literacy Volunteer Reader 5 Minute Box/ Maths intervention/Power of 2 Afternoon re-teach/pre-teach maths session Grammar and Punctuation Group Spelling intervention/focus Learning Mentor Handwriting group Fine motor group Extra reading with TA Specific strategies/programme devised with Inclusion Leader and/or specialist advice Outreach Support
Year 4 (Jupiter & Saturn)	<ul style="list-style-type: none"> Good quality first teaching through differentiation & inclusive practice Assessment for learning Assessment Timetable Home/ School Reading and weekly Maths and Spelling/ Grammar homework Playground friends School Council Breakfast & After School Clubs Parent/Teacher meetings 	<ul style="list-style-type: none"> Provision Mapping Additional Learning Targets SEND Pupil Passport Regular TA focus group Language Group/in-class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups Star Readers/ Catch Up Literacy Volunteer Reader 5 Minute Box/ Maths intervention/Power of 2 Afternoon re-teach/pre-teach maths session 	<ul style="list-style-type: none"> SEND Support Plan/EHCP Regular TA focus group Language Group/in class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups/individual intervention SALT advice/input for caseload pupils Communication Book if needed Star Readers/ Catch Up Literacy Volunteer Reader 5 Minute Box/ Maths intervention/Power of 2

<ul style="list-style-type: none"> Phase Group meetings Cycle of planning, target setting & evaluation Planning/curriculum/lesson monitoring & feedback Individual targets Inset & Professional development CAMHS in School Talk for Writing Spanish lessons/appreciation Philosophy for Children Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> Grammar and Punctuation Group Spelling intervention/focus Learning Mentor Finer motor/Handwriting group Extra reading with TA 	<ul style="list-style-type: none"> Afternoon re-teach/pre-teach maths session Grammar and Punctuation Group Spelling intervention/focus Learning Mentor Finer Motor/Handwriting group Extra reading with TA Specific strategies/programme devised with Inclusion Leader and/or specialist advice Outreach Support
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Whole School Provision Map 2018-2019

Yr: Upper KS2	Wave 1	Wave 2	Wave 3
<p style="text-align: center;">Year 5 (Saturn & Neptune)</p>	<ul style="list-style-type: none"> Good quality first teaching through differentiation & inclusive practice Assessment for learning Assessment Timetable Home/ School Reading and weekly Maths and Spelling/ Grammar homework Playground friends School Council Breakfast & After School Clubs Parent/Teacher meetings Phase Group meetings Cycle of planning, target setting & evaluation Planning/curriculum/lesson monitoring & feedback Individual targets Inset & Professional development CAMHS in School Talk for Writing Spanish lessons/appreciation Philosophy for Children Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> Provision Mapping Additional Learning Targets SEND Pupil Passport Regular TA focus group Language Group/in-class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups Star Readers/ Catch Up Literacy Volunteer Reader 5 Minute Box/ Maths intervention/Power of 2 Afternoon re-teach/pre-teach maths session Learning Mentor Handwriting group Extra reading with TA Spelling intervention/focus Booster Classes Additional Maths sessions Action Tutors (Summer Term) 	<ul style="list-style-type: none"> SEND Support Plan/EHCP Regular TA focus group Language Group/in-class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups/individual intervention SALT advice/input for caseload pupils Communication Book if needed Star Readers/ Catch Up Literacy Volunteer Reader 5 Minute Box/ Maths intervention/Power of 2 Afternoon re-teach/pre-teach maths session Learning Mentor Handwriting group Extra reading with TA Spelling intervention/focus Specific strategies/programme devised with Inco and/or specialist advice Outreach Support
<p style="text-align: center;">Year 6 (Neptune & Pluto)</p>	<ul style="list-style-type: none"> Good quality first teaching through differentiation & inclusive practice Assessment for learning Assessment Timetable Home/ School Reading and weekly Maths and Spelling/ Grammar homework Playground friends School Council Breakfast & After School Clubs 	<ul style="list-style-type: none"> Provision Mapping Additional Learning Targets SEND Pupil Passport Regular TA focus group Language Group/in-class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups Star Readers/ Catch Up Literacy Volunteer Reader 	<ul style="list-style-type: none"> SEND Support Plan/EHCP Regular TA focus group Language Group/in-class strategies (TA/Teacher) Zones of Regulation/Social Skills small groups/individual intervention SALT advice/input for caseload pupils Communication Book if needed Social Skills Group Star Readers/ Catch Up Literacy

	<ul style="list-style-type: none"> ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development ▪ CAMHS in School ▪ Talk for Writing ▪ Spanish lessons/appreciation ▪ Maths after school club ▪ Spelling early morning school club ▪ Philosophy for Children ▪ Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> ▪ Maths Support Group ▪ Afternoon re-teach/pre-teach maths session ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Spelling intervention/focus ▪ Booster Classes ▪ Additional Maths sessions ▪ Action Tutors (Autumn & Spring Terms) 	<ul style="list-style-type: none"> ▪ Spelling intervention/focus ▪ Volunteer Reader ▪ Maths Support Group ▪ Afternoon re-teach/pre-teach maths session ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inco and/or specialist advice ▪ Outreach Support
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