

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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

Policy revised: November 2023

Review Date: November 2024



“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

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 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 intervention room on the first floor. (At the time of writing this policy, this room is being used to provide an additional classroom for the current 4 cohort, who are being taught in two small groups for two sessions each day). 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. A recent extension to the front of the school has now provided a larger, more accessible reception area for parents and office staff, a small and larger meeting room, a medical room and new Head teacher and Deputy Had teacher offices. The recent conversion of the past food preparation room (off the nursery) that was no longer required for that purpose – was, over the summer holiday, turned into a Sensory Room.

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 by all teachers in lesson planning and delivery for the whole class.

The Leadership Team meet regularly to review target tracker information and pupil reading reviews regarding progress. The Leadership Team also monitors the delivery of provisions/interventions run by Teaching Assistants promoting their professional development through feedback, target setting, review and training.

Specialist Input, Advice and Training – Working with Outside Professionals
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. Importance is placed on pupil and parental involvement throughout (Appendix 3 lists the outside support services currently accessed by the school).

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 and Physiotherapy Therapy, Vision and Hearing Impairment Advisory Service). We have increased our buy-in to the in-school CAMHS service this year, which supports a growing number of parents, pupils and school staff, by increasing the purchase of our school CAMHS clinician from a bi-weekly to weekly afternoon in school. The school has good links with The Bridge, Samuel Rhodes, Richard Cloudesley 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 (groups of pupils or whole class) advice/training. This network of outside professionals meets with the senior leadership team for "Team around the School" review and planning meetings – and is regularly drawn upon for Team Around the Child, Team Around the Class and other meetings such as Annual Reviews for pupils with Education, Health and care Plans (EHCPs).

The school has developed close links with the Islington Wellbeing Service who delivered two Coffee Mornings for parents last year, one on supporting children who experience sleep difficulties and another on supporting children's emotional regulation. This Autumn Term 23, our school Wellbeing Service clinician is delivering the "Brain Buddies" ten-week programme (alongside the Neptune Class Year 5/6 Teacher) to support the children's learning about how their emotions affect their bodies, thinking, actions and reactions – and how they can learn to how to understand, process and regulate what they feel and do about these feelings.

A new development for this year is a mentoring programme (run by Kid's Network") which the school has bought access to, for a targeted number of Year 5 and Year 6 pupils who are presenting with a variety of social, emotional, mental health and behavioural needs in their school and home lives. This programme matches individual pupils to mentors who will provide time to meet with the child each week (outside of school) for visits to places and activities. The aim is to give the child an opportunity for time and space for them to enjoy and be able to talk and share ideas – in an informal and enjoyable setting.

This year the school are continuing to work with Bright Futures. One of their Education Support Workers is in school every other Monday morning to talk to parents at-the-gate and provide advice and support spanning a wide range of issues/challenges they may be facing in their lives and/or in their relationships with their children. She is able to signpost parents to the variety of services in Islington they can access to gain specific and further help for themselves and their children. This year the school have asked for her particular support and a "helping-hand" approach, with children (and families) who have persistent lateness and/or attendance. This has already begun and is working well.

The school has just completed the two-year iTIPs programme (Islington Trauma Informed Practices in Schools). This is a whole-school focus, aimed to further develop the knowledge and confidence of all teaching (and other staff) in the use of effective everyday strategies to support pupils with emotional (including emotional regulation) social and behavioural difficulties. Further work with the iTIPS Team has also been purchased for this year to help embed these strategies across the school and continue to provide support for the growing number of pupils who are experiencing difficulties in this aspect of their school and home lives – as well as the well-being of staff as they work hard to support these children on a daily basis.

This year the school are continuing to develop the joint work started with iTIPs and NRC through the iTIPS Working Party - to focus on the significant links between SEN and social, emotional, behavioural difficulties seen in a significant

number of our pupils and through reviewing and re-setting the school's Behaviour Policy in writing and in action to address and support this need.

Knowing our children and knowing their needs:

Appendix 4 shows the types and numbers of special educational need present in the school at the time of writing this policy. This information is crucial in order for the school to target and develop the knowledge and skills of teaching staff and gain support from outside specialists – as well as being able to monitor trends and/or changes and plan/respond accordingly in order to match support to needs. Examples of this are - the school taking on (and continuing with) the iTIPs project (over the last three years) and "Kids Network" mentoring programme (new for this year) in response to the escalation in the number of pupils experiencing social, emotional, mental health and behavioural difficulties seen post Covid lockdowns, in many school settings.

Access to the Curriculum

The Curriculum is 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 group 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 also carried out by the Inclusion Leader in areas such as how to be "Dyslexia Friendly" or how to run Sensory Circuits in order to maintain this inclusive approach. Whole school training is also provided in response to need across the school such as the start

of this year's Inset Day from Team Teach (focusing on de-escalating techniques and safer handling) and the planned Zones of Regulation combining a revisit and new visit for the whole staff.

Providing the Graduated response: SEND Support

The school offers a differentiated curriculum. When a pupil is not making progress and shows signs of difficulty in some of the following areas: developing their attention, listening, speech and language skills; developing communication and/or interaction skills; acquiring literacy and numeracy skills; presenting emotional, social and/or behavioural difficulties; motor, sensory or other physical 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 or 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 Mathletics and See-Saw
- 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 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 and advice on specific and next steps support.

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

Resources

SEND Budget * Gemma please to review/complete for me – thank you

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.

The Inclusion Leader works with Teachers and Outreach to ensure that Parent Coffee Mornings cover a variety of topics which are closely linked to SEN to provide information for parents and a supportive and proactive approach to helping them and their children.

Multi-Agency Working

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

- Educational Psychologist
- Outreach Support Services
- Child Adolescent Mental Health Service (CAMHS)
- Islington Wellbeing Service
- Bright Futures
- Behavioural Support Service (including Alternative Education Provision ie Pupil Referral Units)
- Health Service (school nurse, dietician, SALT, OT, Vision and Hearing Impairment)
- Education Welfare Service
- Families First and other family support services
- Kids Network
- 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.

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. A Team Around the Class meeting was held and a plan of action put in place in the first

half of the Autumn Term 23 to seek advice to address one of the classes (teachers, children, parents) in the school which has a significantly high level and variety of Special Educational Needs. 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 on the school website.

Workforce Development

In-service training needs, related to special educational needs, will be identified by the Inclusion Leader and Head teacher in consultation with staff, parents and other professionals such as Outreach – and will be incorporated into the staff development plan. It is important to monitor the impact of such training in different contexts around the school e.g. teaching and learning, playground and lunch hall, start of day and home times and act quickly to embed good, advised practice and address where or when additional training/revisiting may be required.

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 Intimate Care Policy and Behaviour Policy as well as The Accessibility Plan and School Information Report are also 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
4. Data on Needs in our school.

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 as needed.</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 as needed.</p> <p>Inclusion Leader has planning meeting with EP, SALT and other Outreach Services e.g. The Bridge.</p> <p>Inclusion Leader liaises with School Nurse to provide appropriate yearly training for all staff.</p> <p>Medical Care Plans reviewed with parents and medical advice sought if needed.</p> <p>Inclusion Leader liaises with Head teacher plan dates for this year's Annual Reviews for pupils with EHCPs. Inclusion Leader sends out "Save the date" emails to parents, teachers and outside professionals to set EHCP Annual Reviews for each child accordingly across the year.</p>	<p>SEN Reviews with parents to: set new targets based on reviews of the previous plan by the previous teacher and current needs in new class context for pupils. Copies of new SEN plans given to parents and shared with relevant staff.</p> <p>General Parent/Teacher consultations.</p> <p>School and Class Provision Map reviewed with SLT, Inclusion leader & current class teachers – and recorded in the review of the school's SEN Policy.</p> <p>SEN data collected and given to School Admin Officer as part of census for school.</p>	<p>Inclusion leader + all staff to review SEN Policy and Intimate Care Policy.</p> <p>Inclusion Leader to write up School Information Report and share with all staff.</p>	<p>Inclusion Leader to meet with SLT & KS2 Phase Leader & Yr 6 Teacher(s) to discuss Access Arrangements for the next years KS2 SATs in accordance with guidelines.</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 in Summer term.</p> <p>Provision Maps reviewed for the Summer Term.</p> <p>Provisions monitored by Inclusion Leader and SLT – and action taken accordingly to ensure effective delivery for and impact on pupil progress.</p>
January	February	March	April

<p>Staff meeting for teachers to catch up on progress of pupils with SEND and keep files up to date.</p> <p>Inclusion Leader to do testing/preparation (then make requests) for Access Arrangements for KS2 SATs in liaison with SLT.</p> <p>SEN data collected and given to School Admin Officer as part of census for school.</p>		<p>SEN Reviews with parents to review SEN plans and set new targets.</p> <p>General Parent/Teacher consultations.</p> <p>Provision Maps reviewed for the Summer Term.</p> <p>Y</p>	<p>General SATS parents meeting.</p>
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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 data collected and given to School Admin Officer as part of census for school.</p>	<p>End of year SEN Plan Reviews carried out by teachers to share with parents and inform new targets/targeted areas for next teacher.</p> <p>Teachers to review SEND Support Class List with Inclusion Leader Who then updates the school SEND information.</p> <p>Hand-over meetings between teachers to discuss pupil's current plans and pass on information in preparation for next academic year.</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>General reports sent out to parents.</p> <p>Inclusion leader visits + has meetings with 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>Pupils in-coming to Nursery who will need requests made for Additional SEN Funding identified for requests to be made in early next term.</p> <p>Setting up and in-house training for TAs to deliver provisions next academic year.</p> <p>Re-organising SEND Support folders for new classes for September.</p> <p>Inclusion Leader leads on "Moving Class" social stories to be made by teachers and TAs to support the transition of pupils with SEND (and all pupils who will also benefit with such support).</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	<p>All pupils</p> <p>Lesson planning & differentiation Class visual timetable Good Listening Charts Multi-sensory and inclusive strategies Talk partners/Thinking Time Dyslexia-friendly teaching Zones of Regulation Assessment timetable and progress tracking.</p> <p>Aspects of both Wave 2 and Wave 3 can also be used as inclusive teaching and learning strategies e.g. Learning/ Movement breaks done with the whole class like "jelly beans" to improve focus and concentration.</p>	<p>Pupils with Additional Learning Targets/SEN Pupil Passport or accessing a particular focused provision to support what may be a short-term need i.e.. handwriting (not due to having SEN).</p> <p>Attention Builders/ Language/Social Skills Groups Fine Motor Skills/Handwriting Groups Sensory Circuits Star Readers (based on Catch Up Literacy) Spelling intervention (SNIP Spelling) Maths intervention Box/ Power of 2 Intervention</p> <p>These can also be Wave 3 – adapted/personalised to suit the pupil's individual learning needs.</p>	<p>Pupils with an SEN Support Plan or EHCP targets or following a programme advised by an outside specialist such as SALT, OT, and/or an Outreach Team.</p> <p>Total Communication Approach Makaton Home/School Communication Book Intensive interaction Special Time Learning/Movement Breaks Close adult support for part/all of the school day.</p> <p>These can also be Wave 2 – adapted as part of a graduated response to supporting learning needs and carried out individually or in small groups.</p>

Whole School Provision Map 2023-24

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 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/Bright Futures 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 ▪ Early Years SALT advice ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Early Years SALT advice ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Play/Social Skills Group ▪ 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/1:1 interventions ▪ Early Years SALT advice ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Play/Social Groups ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ Visual Resources ▪ SALT advice/input for caseload pupils ▪ Home/School Communication Book (if needed) ▪ Social Stories ▪ Specific strategies/programme devised with Inco and/or specialist advice/Outreach support ▪ Sensory Circuits/Learning & Movement Breaks
Reception (Moon & Stars)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ 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/Bright Futures 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) ▪ Play/Social Skills Group ▪ 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/1:1 interventions ▪ Attention Builders (TA/Teacher) ▪ Box Clever (SALT intervention) ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Play/Social Groups ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ Visual Resources ▪ SALT advice/input for caseload pupils ▪ Home/School Communication Book (if needed) ▪ Social Stories ▪ Specific strategies/programme devised with Inclusion Leader and/or specialist advice/Outreach support ▪ Sensory Circuits/Learning & Movement Breaks

Whole School Provision Map 2023-2024

Year Group KS1	Wave 1	Wave 2	Wave 3
Year 1 (Mercury)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ 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 ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development ▪ CAMHS in School/Bright Futures in School ▪ Phonics Groups ▪ Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> ▪ Provision Mapping ▪ Additional Learning Targets (not SEN)/SEN Pupil Passport ▪ Regular TA focus group ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Play/Social Skills Groups ▪ Volunteer Reader ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ 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/1:1 intervention ▪ Attention Builders (TA/Teacher) ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Play/Social skills Groups ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ SALT advice/input for caseload pupils ▪ Home/School Communication Book (if needed) ▪ Social Stories ▪ Volunteer reader ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Small group Phonics teaching/1:1 Phonics with TA ▪ Fine motor group/Handwriting Group ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inclusion Leader and/or specialist advice – Outreach support Sensory Circuits/Learning & Movement Breaks
Year 2 (Venus & Earth)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment Timetable ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Phonics Groups ▪ Parent/Teacher meetin ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development ▪ Phonics after school club ▪ CAMHS in School/Bright Futures in School ▪ Easter Booster Groups ▪ Zones of Regulation weekly lessons and modelling. 	<ul style="list-style-type: none"> ▪ Provision Mapping ▪ Additional Learning Targets (not SEN)/SEN Pupil Passport ▪ Regular TA focus group ▪ Language Groups/in-class strategies (TA/Teacher) ▪ Play/Social Skills/Zones of Regulation Group ▪ Zones of Regulation/Social Skills small groups ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA ▪ 5 minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Fine motor group/Handwriting group ▪ Small group Phonics teaching ▪ Extra reading with TA 	<ul style="list-style-type: none"> ▪ SEND Support Plan/EHCP ▪ Regular TA focus group/1:1 intervention ▪ Language Groups/in-class strategies (TA/ Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ SALT advice/input for caseload pupils ▪ Home/School Communication Book (if needed). ▪ Social Stories ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA. ▪ 5 Minute Number Box ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Fine motor group/Handwriting group ▪ Small group Phonics teaching/1:1 Phonics with TA ▪ Specific strategies/programme devised with Inclusion Leader and/or specialist advice – Outreach support Sensory Circuits/Learning & Movement Breaks

Whole School Provision Map 2023-2024

Year Group: Lower KS2	Wave 1	Wave 2	Wave 3
Year 3 (Mars)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment Timetable ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Parent/Teacher meeting ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ CAMHS in School/Bright Futures 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 (not SEN)/SEND Pupil Passport ▪ Regular TA focus group ▪ Language Group/in-class strategies (TA/Teacher) ▪ Social Skills Group ▪ Zones of Regulation/Social Skills small groups ▪ Social Skills Group ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA. ▪ Volunteer Reader ▪ 5 Minute Box/ Maths intervention ▪ Afternoon re-teach/pre-teach maths session/Power of 2 intervention ▪ Grammar and Punctuation Group ▪ Spelling intervention/focus ▪ Fine motor group/ Handwriting group 	<ul style="list-style-type: none"> ▪ SEND Support Plan/EHCP ▪ Regular TA focus group/1:1 intervention ▪ Language Group/in-class strategies (TA/Teacher) ▪ SALT advice/input for caseload pupils ▪ Social Skills/Zones of Regulation Group ▪ Communication Book if needed ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA ▪ Volunteer Reader ▪ 5 Minute Box/ Maths intervention/Power of 2 ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Spelling intervention/focus ▪ Fine motor group /Handwriting group Specific strategies/programme devised with Inclusion Leader and/or specialist advice/Outreach support ▪ Sensory Circuits/Learning /Movement breaks
Year 4 (Jupiter)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment Timetable ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Parent/Teacher meeting ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Inset & Professional development ▪ CAMHS in School/Bright Futures ▪ 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 (not SEN)/SEN Pupil Passport ▪ Regular TA focus group ▪ Language Group/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA ▪ Volunteer Reader ▪ 5 Minute Box/ Maths intervention/Power of 2 ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Spelling intervention/focus ▪ Finer motor/Handwriting group 	<ul style="list-style-type: none"> ▪ SEND Support Plan/EHCP ▪ Regular TA focus group/1:1 interventions ▪ Language Group/in class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ SALT advice/input for caseload pupils ▪ Home/School Communication Book (if needed) ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA ▪ Volunteer Reader ▪ 5 Minute Box/ Maths intervention/Power of 2 ▪ Afternoon re-teach/pre-teach maths session ▪ Grammar and Punctuation Group ▪ Spelling intervention/focus ▪ Finer Motor/Handwriting group ▪ Specific strategies/programme devised with Inclusion Leader and/or specialist advice/Outreach support ▪ Sensory Circuits/Learning /Movement breaks

Whole School Provision Map 2023-2024

Year Group: Upper KS2	Wave 1	Wave 2	Wave 3
<p style="text-align: center;">Year 5 (Saturn)</p> <p style="text-align: center;">Year 5/6 (Neptune)</p>	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment Timetable ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Parent/Teacher meeting ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Inset & Professional development ▪ CAMHS in School/bright Futures in School ▪ Talk for Writing ▪ Spanish lessons/appreciation ▪ Philosophy for Children ▪ Zones of Regulation weekly lessons and modelling. ▪ Brain Buddies (10 week – Wellbeing Service project) in Neptune Class. 	<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 (based on Catch Up Literacy) + additional reading with TA ▪ Volunteer Reader ▪ 5 Minute Box/ Maths intervention/Power of 2 ▪ Afternoon re-teach/pre-teach maths session ▪ Finer motor/Handwriting group ▪ Extra reading with TA ▪ Spelling intervention/focus ▪ Booster Classes 	<ul style="list-style-type: none"> ▪ SEND Support Plan/EHCP ▪ Regular TA focus group/1:1 intervention ▪ Language Group/in-class strategies (TA/Teacher) ▪ Zones of Regulation/Social Skills small groups/individual intervention ▪ SALT advice/input for caseload pupils ▪ Home/School Communication Book (if needed) ▪ Star Readers (based on Catch Up Literacy) + additional reading with TA. ▪ Volunteer Reader ▪ 5 Minute Box/ Maths intervention/Power of 2 ▪ Afternoon re-teach/pre-teach maths session ▪ Finer Motor/Handwriting group ▪ Spelling intervention/focus ▪ Specific strategies/programme devised with Inco and/or specialist advice/Outreach support ▪ Sensory Circuits/Learning & Movement Breaks ▪ Kids Network Mentoring service
<p style="text-align: center;">Year 5/6 (Neptune)</p> <p style="text-align: center;">Year 6 (Pluto)</p>	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment Timetable ▪ Home/ School Reading and weekly Maths and Spelling/ Grammar homework ▪ Playground friends ▪ School Council ▪ Breakfast & After School Clubs ▪ Parent/Teacher meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Inset & Professional development ▪ CAMHS in School/Bright Futures in School ▪ Talk for Writing ▪ Spanish lessons/appreciation ▪ Spelling early morning school club ▪ 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 ▪ Maths Support Group ▪ Afternoon re-teach/pre-teach maths session ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Spelling intervention/focus ▪ Booster Class 	<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 (based on Catch Up Literacy) + additional reading with TA ▪ Spelling intervention/focus ▪ Volunteer Reader ▪ Afternoon re-teach/pre-teach maths session ▪ Finer Motor/Handwriting group ▪ Specific strategies/programme devised with Inco and/or specialist advice/Outreach Support ▪ Sensory Circuits/Learning & Movement Breaks ▪ Kids Network Mentoring Service