**St Margaret’s C of E Primary School** 

**Overview of Provision**

Reviewed: Autumn 2021

Next review: Autumn 2022

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| **Broad Area of Need** | **All pupils where appropriate (Wave 1)** | **Intervention**  **(Wave 2)** | **Further Support**  **(Wave 3)** |
| **Communication and Interaction**  **This includes children with:-**   * **SLCN** – Speech, Language and Communication Need. * **ASD** – Autism Spectrum Disorder, including Autism and Asperger’s Syndrome | * Differentiated curriculum planning, activities, delivery and outcome. e.g. use of simplified language * Use of visual aids and increased modelling * Visual timetables * Opportunities for talk - e.g. Talk Partners * Word banks for specific topic based vocabulary * Information broken into small chunks * Visual supports to aid language development * Repetition of expectations and instructions * Social stories | * Speech and Language group * Bucket time * Lego Therapy * Colourful Semantics * Sensory Circuits | * Speech and language programme (Daily 1:1) * Speech and Language Therapist advice and support * P.E.C.S * Structured approach (ASD) * Work Station’s |
| **Cognition and Learning**  **This includes children who learn at a slower pace than their peers and covers a wide range of needs including:-**   * **SpLD** – Specific Learning Difficulties (includes Dyslexia, Dyscalculia and Dyspraxia) * **MLD –** Moderate Learning Difficulties * **SLD** – Severe Learning Difficulties (associated difficulties with mobility and communication) * **PMLD –** Profound and Multiple Learning Difficulties | * Differentiated curriculum planning, activities, delivery and outcome. * Use of visual aids and increased modelling * Visual timetables * Use of scaffolding e.g. writing frames * Streamed lessons for reading, writing and maths * Coloured over lays * Pencil grips * Writing slopes | * Targeted group support * Phonics Catch up * Further Writing Support * Maths intervention Group * Writing Program * Happy Hands * Read Write Inc. * Toe by Toe * Precision Teaching / Nessy | * 1:1 SEN TA Support for Literacy and Numeracy * Individualised curriculum * Educational Psychologist advice and support |
| **Area of Need** | **All pupils where appropriate**  **(Wave 1)** | **Intervention**  **(Wave 2)** | **Further Support**  **(Wave 3)** |
| **Social, Emotional and Mental Health Needs**  **This includes children who:-**   * **May become withdrawn and isolated** * **Display challenging, disruptive or disturbing Behaviours** * **Children with ADD** (Attention Deficit Disorder) or **ADHD** (Attention Deficit Hyperactivity Disorder) | * Whole School Behaviour Policy – Stay on Green * Golden book * Reward system * In class support by the learning mentor/ TA * Daily check ins with a trusted adult | * Focussed Behaviour group * Social Skills Group * Individual reward system * Home /School record book * Golden Book * Pastoral Support Plan | * 1:1 Behaviour Support * CAMHS referral * Calming Down Area * HT/DHT Report File |
| **Sensory and /or Physical**  **This includes children with:-**   * **VI –** Visual Impairment * **HI –** Hearing Impairment * **MSI –** Multi Sensory Impairment * **PD –** Physical Difficulty | * Flexible teaching arrangements * Writing implements as appropriate * ICT Support as appropriate * Laptops and programmes to support learning where appropriate | * TA support with elements of the day e.g. moving safely around the school building * Maintenance plans to support condition which affect the bowel and/or bladder * Technical support where IT use used | * Individual in class support (especially during physical activities) * Individual Support for toileting (as appropriate) * School Nurse Support * Specialist Nurse Support * Occupational Therapy support and advice * Whitefield outreach service for VI and HI children |