**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
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| **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
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| **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
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| **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
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