

# St Margaret's C of E Primary School

## Overview of Provision

Reviewed: Autumn 2022  
Next review: Autumn 2023



Broad Area of Need	All pupils where appropriate (Wave 1)	Intervention (Wave 2)	Further Support (Wave 3)
<b><u>Communication and Interaction</u></b> <b>This includes children with:-</b> <ul style="list-style-type: none"> <li>• <b>SLCN</b> – Speech, Language and Communication Need.</li> <li>• <b>ASD</b> – Autism Spectrum Disorder, including Autism and Asperger's Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>❖ Differentiated curriculum planning, activities, delivery and outcome. e.g. use of simplified language</li> <li>❖ Use of visual aids and increased modelling</li> <li>❖ Visual timetables</li> <li>❖ Opportunities for talk - e.g. Talk Partners</li> <li>❖ Word banks for specific topic based vocabulary</li> <li>❖ Information broken into small chunks</li> <li>❖ Visual supports to aid language development</li> <li>❖ Repetition of expectations and instructions</li> <li>❖ Social stories</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speech and Language group</li> <li>❖ Bucket time</li> <li>❖ Lego Therapy</li> <li>❖ Colourful Semantics</li> <li>❖ Sensory Circuits</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speech and language programme (Daily 1:1)</li> <li>❖ Speech and Language Therapist advice and support</li> <li>❖ P.E.C.S</li> <li>❖ Structured approach (ASD)</li> <li>❖ Work Station's</li> </ul>
<b><u>Cognition and Learning</u></b> <b>This includes children who learn at a slower pace than their peers and covers a wide range of needs including:-</b> <ul style="list-style-type: none"> <li>• <b>SpLD</b> – Specific Learning Difficulties (includes Dyslexia, Dyscalculia and Dyspraxia)</li> <li>• <b>MLD</b> – Moderate Learning Difficulties</li> <li>• <b>SLD</b> – Severe Learning Difficulties (associated difficulties with mobility and communication)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Differentiated curriculum planning, activities, delivery and outcome.</li> <li>❖ Use of visual aids and increased modelling</li> <li>❖ Visual timetables</li> <li>❖ Use of scaffolding e.g. writing frames</li> <li>❖ Streamed lessons for reading, writing and maths</li> <li>❖ Coloured over lays</li> </ul>	<ul style="list-style-type: none"> <li>❖ Targeted group support</li> <li>❖ Phonics Catch up</li> <li>❖ Further Writing Support</li> <li>❖ Maths intervention Group</li> <li>❖ Writing Program</li> <li>❖ Happy Hands</li> <li>❖ Read Write Inc.</li> <li>❖ Toe by Toe</li> <li>❖ Precision Teaching / Nessy</li> </ul>	<ul style="list-style-type: none"> <li>❖ 1:1 SEN TA Support for Literacy and Numeracy</li> <li>❖ Individualised curriculum</li> <li>❖ Educational Psychologist advice and support</li> </ul>

<ul style="list-style-type: none"> <li>● <b>PMLD</b> – Profound and Multiple Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pencil grips</li> <li>❖ Writing slopes</li> </ul>		
Area of Need	All pupils where appropriate (Wave 1)	Intervention (Wave 2)	Further Support (Wave 3)
<p><b><u>Social, Emotional and Mental Health Needs</u></b></p> <p>This includes children who:-</p> <ul style="list-style-type: none"> <li>● <b>May become withdrawn and isolated</b></li> <li>● <b>Display challenging, disruptive or disturbing Behaviours</b></li> <li>● <b>Children with ADD</b> (Attention Deficit Disorder) or <b>ADHD</b> (Attention Deficit Hyperactivity Disorder)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Whole School Behaviour Policy – Stay on Green</li> <li>❖ Golden book</li> <li>❖ Reward system</li> <li>❖ In class support by the learning mentor/ TA</li> <li>❖ Daily check ins with a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>❖ Focussed Behaviour group</li> <li>❖ Social Skills Group</li> <li>❖ Individual reward system</li> <li>❖ Home /School record book</li> <li>❖ Golden Book</li> <li>❖ Pastoral Support Plan</li> </ul>	<ul style="list-style-type: none"> <li>❖ 1:1 Behaviour Support</li> <li>❖ CAMHS referral</li> <li>❖ Calming Down Area</li> <li>❖ HT/DHT Report File</li> </ul>
<p><b><u>Sensory and /or Physical</u></b></p> <p>This includes children with:-</p> <ul style="list-style-type: none"> <li>● <b>VI</b> – Visual Impairment</li> <li>● <b>HI</b> – Hearing Impairment</li> <li>● <b>MSI</b> – Multi Sensory Impairment</li> <li>● <b>PD</b> – Physical Difficulty</li> </ul>	<ul style="list-style-type: none"> <li>❖ Flexible teaching arrangements</li> <li>❖ Writing implements as appropriate</li> <li>❖ ICT Support as appropriate</li> <li>❖ Laptops and programmes to support learning where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>❖ TA support with elements of the day e.g. moving safely around the school building</li> <li>❖ Maintenance plans to support condition which affect the bowel and/or bladder</li> <li>❖ Technical support where IT use used</li> </ul>	<ul style="list-style-type: none"> <li>❖ Individual in class support (especially during physical activities)</li> <li>❖ Individual Support for toileting (as appropriate)</li> <li>❖ School Nurse Support</li> <li>❖ Specialist Nurse Support</li> <li>❖ Occupational Therapy support and advice</li> <li>❖ Whitefield outreach service for VI and HI children</li> </ul>