



St Augustine's Catholic Primary School



SEND PROVISION

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
<p>Cognition and Learning</p>	<p>Universal</p> <ul style="list-style-type: none"> describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom includes providing adapted work and creating an inclusive learning environment <p>The National Strategies suggest that the key to success with all learners is Quality First Teaching, the key characteristics of which are:</p> <ul style="list-style-type: none"> highly focused lesson design with sharp objectives high demands of pupil involvement and engagement with their learning high levels of interaction for all pupils appropriate use of teacher questioning, modelling and explaining an emphasis on learning through dialogue, with regular 	<p>Targeted</p> <ul style="list-style-type: none"> describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations interventions are often targeted at a group of pupils with similar needs <ul style="list-style-type: none"> Colourful Semantics targeted guided reading/spelling groups, personalised to pupil need Precision Teaching: 10-minute intervention for English and Mathematics pre-teaching of vocabulary reinforcement of key concepts/ideas social communication group Attention Autism WELLCOMM/NELI additional language support number stack reading analysis RWInc 	<p>Specialist</p> <ul style="list-style-type: none"> describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential may include specialist interventions use of Provision Mapping to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum <ul style="list-style-type: none"> CDC/NDP/EP/PSS/CAT/SALT/OT/SSOS consultants provide assessments, support, advice, guidance external agency support for SSPP and EHCP procedures frequent home/school communication and shared outcomes readers for the appropriate SATs papers use of iPad, computer or laptop pre-teaching in preparation for whole class sessions to meet new concepts or text paired reading paired writing <p>TAs as directed by CTs to deliver:</p> <ul style="list-style-type: none"> Attention Autism/Bucket Time organisational skill

	<p>opportunities for pupils to talk both individually and in groups</p> <ul style="list-style-type: none"> • an expectation that pupils will accept responsibility for their own learning and work independently • regular use of encouragement and authentic praise to engage and motivate pupils • effective inclusion of all pupils in high-quality, every day, personalised teaching • Read Write Inc phonics and reading programme • in-class support from both CT and TA through regular checking • in-class adaptation of work/differentiated outcomes for activities/reinforcement or extension activities • extra time for processing • additional time to talk through ideas before responding (Learning Partners) • labelling of areas and resources using both words and pictures • visual timetables to support organisation, reduce anxiety and keep children focused • use of 'ask a friend' when stuck with a question • errors and discussion are viewed as acceptable, 'how else 	<ul style="list-style-type: none"> • additional access to Words First for pupils struggling with phonics • Early Literacy support 	<ul style="list-style-type: none"> • talk boost/talk tin • reinforcement of key concepts & ideas • help with processing language • support with reasoning tasks • development of organisational/life skills • SALT support • barrier games • social friendship group • peer/peer support • Mathematics group • Sparkly Folder • number focus activities
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will I know what help you need?'

- colour to support learning eg using colour to identify a specific phoneme in a word, colour-coding ideas on the whiteboard during discussion and grouping ideas using different coloured post-its
- visual prompts to remind children of current and recent learning eg display boards show definitions, key explanations, prompts, success criteria, time lines or flow charts for reference, in addition to children's work
- annotated spider diagrams in books to signpost and direct learning
- seating arranged so pupils can access support, see the whiteboard easily and avoid distractions
- use of spelling strategies such as look/say, trace, cover, write,
- BME, Mnemonics, Word Shapes Syllabification, Words in Words and Multi-Sensory teaching which makes use of the channels (visual, auditory, kinaesthetic, oral, tactile) for learning in a simultaneous way using resources and e-Alphabet

arc so children can match and sequence letters

- a range of dictionaries and word banks to support writing
- multi -sensory resources eg highlighting pens, post-its, mirrors, whiteboard, small tactile letters/numbers, letter cards, salt/sand tray, letter stamps and ink pad, shaving foam, key word mats, ribbon, 100 squares, times table squares, felt tip pens, playdough, coloured crayons and pencils, Read Write Inc phonics charts
- Read Write Inc phonics/reading programme
- Words First
- use of IT to record work
- Maths mats
- key word lists accessible on table tops
- range of pale coloured paper in addition to white paper
- variety of pens and pencils
- coloured overlays
- coloured rulers
- access to IT eg computers, interactive whiteboards, microphones, headphones
- provide writing frames and alternatives to written recording when writing is not the primary objective

	<ul style="list-style-type: none"> • specific resources eg spot on carpet/seat cushion/fidget item/pen or pencil grip • print off key slides <p>Before considering targeted intervention, schools should consider what they are offering through Quality First Teaching and how this offer could be adapted.</p>		
Communication and Interaction	<ul style="list-style-type: none"> • adapted curriculum planning, activities, delivery & outcomes eg simplified language, key words on working wall and on spelling lists • structured school & class routines • use of visual prompts/IT to make learning more visual • talk partners • collaborative group work • Pot of Fairness/Class Dojo to allow everyone opportunities to speak • 'No hands up' approach to answering questions 	<ul style="list-style-type: none"> • visual timetables • visual cues and clarification cards • EYFS Speech and Language programme(s): WELLCOMM/NELI • language skills interventions eg talk boost • KS1 language programme for Year 1 (NELI) • social speaking intervention groups • individual work station • Attention Autism 	<ul style="list-style-type: none"> • 1:1 support or group intervention programme led by trained Language and Communication teaching assistant • Liaison with Child Development Centre and paediatricians • outside agency support: Speech & Language therapy (SALT) NHS and WMIST • HLTA SALT trained • Attention Autism/Bucket Time • SCERTS • Sparkly Folder • PECS • Words First • SSOS support (Outreach)
Behaviour, Emotional & Social	<ul style="list-style-type: none"> • whole-school behaviour policy • class rules display • rewards and sanctions displayed eg house points, marbles in the jar, ticks, dojos • zones of regulation • positive reinforcements, specific praise used 	<ul style="list-style-type: none"> • positive behaviour plan including behaviour reward charts • behaviour contract and agreement with child • regular meetings with parents • adult-pupil mentoring • lunchtime playskills club • socially speaking support 	<ul style="list-style-type: none"> • individual visual timetable • Now and Next board • specific behaviour targets • individual reward system • individual copy of class rules • individual playtime rules • calming spaces indoor and outdoor • draw and talk/mindful colouring • mediation sessions

	<ul style="list-style-type: none"> • Brain Gym activities, movement breaks • visual timetable displayed/used • VAK (range of teaching styles) • clear success criteria/learning outcomes • in-class support from CT & TA • appropriate seating arrangements • set time limits eg use of timer/clock • specific resources eg spot on carpet/seat cushion/fidget item/pen or pencil grip • in-class adaptation of work • differentiated outcomes for activities/reinforcement or extension activities • flexible teaching arrangements • calming outdoor area 	<ul style="list-style-type: none"> • calming space available 	<ul style="list-style-type: none"> • 1:1 wellbeing sessions • social stories • social peer group • individual record/daily reports • parental involvement/support • behaviour support COBS • Barnardo's • Forward Thinking • Pulse • Early Help • EP/CAT/COBS/OT • Learning Mentors • playground interventions
Sensory and Physical	<ul style="list-style-type: none"> • Brain Gym activities/movement breaks • daily mile • VAK (range of teaching styles) • spot on carpet/seating position arranged to avoid distraction • fidget item • pen or pencil grips • variety of pens/pencils • appropriate scissors/paintbrushes • in-class adaptation of work/differentiated outcomes 	<ul style="list-style-type: none"> • use of school sensory spaces - Sensory Room with soft play area, Dark Room and Rainbow Room • fine motor exercises • use of OT advice • regular movement breaks 	<ul style="list-style-type: none"> • Attention Autism/Bucket Time techniques • home/school links • social stories • individual record/daily reports • parental involvement/support • scribing/sloping boards • specific cutlery • Occupational Therapy - follow advice or programme • Physiotherapy • support with dressing and undressing • assistance with toileting/changing • sensory activities

	<p>for activities/reinforcement or extension activities</p> <ul style="list-style-type: none">• accessibility to the whole school, where possible, and its resources• zones of regulation• flexible teaching arrangements - staff are aware of the implications of any impairment		<ul style="list-style-type: none">• headphones to reduce noise challenge• individual work stations or learning areas - clutter free
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