



**At Brookside Primary we nurture and develop a very inclusive and supportive environment for children and adults to work in. We are proud of having achieved the Inclusion Quality Mark on several occasions, and we believe that you can see that recognition in our practise every day.**

### **What support is provided for pupils with SEN?**

#### ***Individual Needs.***

In any classroom there are children with very different levels of ability. At Brookside we ensure teachers provide high quality, well-differentiated lessons to meet the needs of the majority of pupils in their class. Our learning environments ensure that the needs of pupils with commonplace conditions are met; for example having dyslexia-friendly classrooms, Autism-friendly classrooms, motor skills activities, co-operative learning opportunities and language-rich environments. Every child in the school has the opportunity to complete their One Page Profile, which enables them to express 'What Is Important to Them', 'How Best to Support Them' and 'What People Like and Admire About Them'. This allows all staff to have a sound understanding of the pupils' individual needs.

#### ***Small group interventions.***

At times groups of pupils in a class will require intervention support for one or more areas of the curriculum. Therefore we have small groups set up that can be run by a teacher, a Resource Assistant or a Learning Support Assistant. These groups include Language Link, Motivational Maths, Narrative Therapy, Reading Recovery, Phonics support group, Motor Skills United, Nurture, Forest, cooking and sensory groups. These groups are all part of everyday good practise in classes, and most children will access these activities at some point in their education. They take place in or out of the classroom.

### **What specialist services and expertise are available at or accessed by the school?**

At Brookside we are fortunate to have staff who are well trained in several interventions and therapies. In addition to our own staff we have staff from outside services who work in Brookside. They include:

#### ***Learning Support Service.***

This is a teacher who works for one afternoon a week with pupils who have been identified with specific difficulties or with a general learning difficulty. She is called Ms Pilmore. She works with pupils on a 1-to-1 basis, and her focus is to support children in phonics, reading, writing or maths.

#### ***Behaviour Support Service.***

This is a teacher who works in school for 2 hours a week with pupils who are struggling to cope with their emotional or mental health. She will support on a 1-to-1, group or whole class basis, however, she also supports the school in its teaching of PSHE (Personal Social and Health Education).

#### ***Sensory Support Service.***

These are teachers who work with pupils who have visual or hearing impairment. They provide a specialised 1-to-1 teaching programme designed specifically for pupils with these difficulties. The input from these teachers can vary according to the needs of the pupils. They also provide support to the school in providing appropriate access arrangements for pupils with hearing or visual impairments.

#### ***School Nurse.***

The school has one school nurse who will only visit the school if there has been a specific request. She is available to advise the school on medical matters.

#### **Therapists.**

##### ***Speech and Language Therapy.***

The school has 3 Speech and Language Therapists attached to the school. One supports our mainstream pupils with an EHC Plan. She offers support and advice to the school by writing a therapy plan or recommending an intervention programme. Another therapist provides support mostly for our Resource pupils who need a specialist plan for their speech and language. In addition, the school buy back 2 hours every 2 weeks so that a therapist can provide training for support staff, deliver language programmes, and assesses pupils with language difficulties. We also occasionally have support, for Resource pupils, from a language technician.

##### ***Occupational Therapy.***

The Occupational Therapist will visit the school when a referral has been made to the service. She supports pupils with acute motor difficulties. She also assesses pupils with sensory difficulties and advises the school on equipment and adaptations for pupils with EHC Plans.

##### ***Physiotherapy.***

Some children have support from the physiotherapy service. Their role is to advise staff on the use of specialist equipment such as hoists and toileting facilities. They also implement and train staff on programmes to develop pupils mobility and posture, and deliver Manual Handling training.

Therapies and interventions are implemented by therapists and delivered by the Resource teacher, the Resource assistants or Learning Support Assistants in school. These are then reviewed on a regular basis.

#### **Additional Support Services (require referrals from school).**

##### ***Educational Psychologist.***

The school has one Educational Psychologist attached to the school. The school has 6 visits a year which the school pays for from the SEN and Resource budget. She advises the school on strategies to use with pupils with SEN. She also observes and assesses children learning needs and their behaviour, and she writes and presents with recommendations if further support is needed. The EP also provides invaluable support for parents and staff, such as advice on transition.

##### ***HYMS (Healthy Young Minds previously CAMHS)***

This is the child and adolescent mental health service. School can make referrals to this service if it has been agreed with parents and deemed to be appropriate. HYMs also carry out Autism assessments and ADHD assessments.

##### ***The Autism Team.***

This agency provides support for pupils with a diagnosis of Autistic Spectrum Condition. They can advise school or home with strategies, and provide some out-of-school activities.

### ***KIDS (Information & Advice Service Stockport)***

This agency provides a range of support for parents of pupils with SEND; this includes facing transition, or for attending meetings or appeals.

### ***Primary Inclusion Team.***

Their role is to advise schools on the inclusion and appropriate support of pupils with EHC Plans in a mainstream school.

All agencies involved with a pupil are always invited to review meetings held at school. These are Person-Centred Reviews which put the child at the centre of any discussions and decisions made. The school always makes every effort to ensure all the agencies involved attend the meetings. However, this is not always possible. Any referrals to outside agencies are made by the school, working with the family.

### **What does our Resource School offer?**

At Brookside each Resource child has a personalised provision map. We integrate Resource pupils in mainstream classes as well as provide them with a bespoke provision to meet their individual needs. This will combine 1-to-1 therapies, small group teaching and differentiated mainstream class work. The Resource pupils spend time in class with their peers, accessing differentiated topic work, doing PE, Circle Time or Music. The rest of their time is spent doing therapy work, being taught by the Resource teacher having sensory activities or working on life skills such as cooking. As well as a Resource teacher, the school has Resource Integration Assistants, who are trained in programmes such as physiotherapy, speech and language, motor skills and Autistic strategies.

Working alongside their peers in mainstream classes, allows the Resource pupils to develop social skills from role models their age. All the pupils in the school grow up understanding and accepting different types of disability, and they develop into nurturing and caring young people. For most of our Resource pupils the emphasis for their curriculum is on communication and 'life skills'. This can range from social communication to mobility. The results show that most of our Resource pupils make significant progress in this environment. This is what makes Brookside a unique, and very special place, and has been recognised as such by parents and professionals.

### **How does my child access this provision?**

Pupils must have an EHC Plan to be able to request a Resource place. Parents can make a request to Stockport Local Authority for the school they wish their child to go to. Resource places across Stockport are allocated by the Local Authority. Once a school has been allocated for that child it will be named in their Education Health Care Plan.

### **Who do I contact in school if I am concerned that my child has a Special Educational Need?**

The first point of contact, if you have a concern, is always your child's class teacher. All parents can arrange to talk to their child's class teacher about their child's progress. Once there has been a discussion about the child's progress, Mrs Warner the Inclusion Manager/SENCO will then meet with parents and/or class teacher to discuss what strategies or interventions may or may not be appropriate. This could include some recommendations for strategies in the class and at home to support your child. The child will then be monitored to see what progress is made. If there is a lack of progress after a term of trying new strategies, a further assessment or referral may be needed. This would be with an outside agency such as Learning Support

Service, or the Behaviour Support Service. These assessments may indicate that further support is recommended, and the school will put this in place after discussions with parents. A referral to the Educational Psychologist is only made when the school have serious concerns about the lack of progress a child is making, and feel there is an underlying problem that the school is not able to identify.

If you have a concern about your child, which is relevant to school and which you have consulted your GP about, it would be helpful to let school know as well, so that any referrals can be processed as quickly as possible. Any information passed to school is always treated with the utmost confidence by any school staff.

### **How do I let the school know if I have concerns about my child's progress?**

If you have a concern about the progress of your child, the first person to speak to is your child's class teacher. Parents and teachers will discuss what actions are felt necessary. If, after an initial discussion and an action plan has been put in place, you continue to have concerns about your child's progress, you and/or the class teacher can approach Mrs Warner, the Inclusion Manager/SENCO, to discuss further what further support may be necessary.

### **Who has responsibility for SEN in school?**

The Headteacher has overall responsibility for all the pupils in the school including those with SEN. Mr Tavernor is the Headteacher. He also oversees procedures for SEN and reports termly to the Governors on matters around SEN.

Mrs Warner is the Inclusion Manager/SENCO. She has the responsibility for the day-to-day implementation of Special Educational provision in the school. She is responsible for the teaching and learning of the Resource pupils in school.

The SEN Governor is responsible for ensuring the necessary provision is made for children with SEN in the school. She is kept up to date with procedures by the Inclusion Manager/SENCO termly. Mrs Lisa Robinson Hall is the SEN Governor.

### **What teaching and learning does the school provide?**

#### ***Curriculum.***

At Brookside our focus has always been on providing the pupils with a creative curriculum, enriched by activities that go beyond the classroom. This includes class and school trips, with all our Year 6 pupils having the opportunity to go to The Conway Centre in Anglesey in the Summer term. We believe that getting all the pupils involved in activities that go beyond the classroom, enriches their education, challenges the children to push themselves and gives them essential skills in independence.

We ensure that every pupils has a well-balanced curriculum of Science, Geography, History, RE, PSHE (Personal Social Health Education), Music, PE (including swimming) and computing. However, the key to accessing the curriculum are good literacy and numeracy skills, we strongly believe that a good foundation in English and Maths is central to the teaching of all these subjects and therefore runs through the whole curriculum. Our Resource pupils have a bespoke curriculum to meet their needs. This includes communication skills, motor skills and life skills running through the National Curriculum subjects.

### **How do I know how well my child is doing at school?**

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term to see if they are meeting National Curriculum expectations. Progress is also discussed with parents every term as part of parents' consultation meetings and in the form of written reports. If your child is in Year 1 and above, but is not yet able to access the National Curriculum, a more appropriate assessment tool is used which shows their attainment in more detail and will also show smaller, but significant steps of progress. Pre-key stage progress is measured on Pre-Key Stage Standards . Some of our SEN pupils are assessed annually using the Pre Key Stage Standards, if appropriate. All pupils have on-going assessments throughout the year and end of term assessments. The progress of children with an EHC (Education Health Care) Plan is formally reviewed at their 'Person-

Centred Review' held once a year with all adults involved with the child's education. The child will attend their own review, and the school ensures they can access the meeting with support. These meetings are an opportunity for the family and child to have their say and express their wishes and/or concerns for the future, as well as the chance to say what works well and what does not work well from their perspective. In addition to the annual review, parents of pupils with SEN get the opportunity to discuss their progress at the parent consultation meetings with class teachers.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are presented to Governors and shared with parents. If a child cannot access this test, the school will carry out teacher assessments to evaluate their progress.

### **What extra-curricular opportunities does the school provide?**

At Brookside we offer a wide range of extra-curricular activities. These include multi-skills, football, sport, brass band, running club, Chess Club, dance and gymnastics. We always offer and encourage our pupils with additional needs to participate in the activities they would like to do.

### **What involvement does the school have with the local community?**

The school has a chosen charity every year that we support and fundraise for; these have included Beechwood Cancer Care, Farms for Africa, the RNLI, NSPCC, Children in Need, Comic Relief and Sport Relief. We have close links with St Thomas's Church in High Lane, and Reverend Janet Parker is a popular visitor to school. Our Resource pupils also have regular visits around High Lane, including going to the local library every half term, visiting the church, the local tennis club and visits to the local shops. We have strong links with Lyme Park, as we have guardianship of the park, and visit there on a regular basis.

On our school site we have a private Nursery called 'Nina's Pre-School'. We work closely with the Nursery to ensure the children have a smooth transition when they start school. 'Nina's Pre-School' also provides 'wrap around care', for before and after school care. The school prospectus gives more information about this provision.

### **How accessible is Brookside School?**

We ensure that all our pupils have access to the appropriate curriculum and activities that we provide. We also ensure as part of the curriculum, that pupils have access to activities such as forest & environmental studies, cookery and outdoor activities at Lyme Park. The school has an excellent and informative website which is updated on a regular basis.

We also have close links with the private Pre School on site; 'Nina's Pre-school'. They have transition visits, and are invited to school events.

We welcome the support and involvement of all parents in school events. We have a PTA (Parent Teacher Association) which all parents become part of when their child joins the school.

**Physical Environment.** At Brookside we have one set of steps, on which we have a wheelchair lift. We have a fixed and a mobile hoist for moving children with limited mobility. We also have a medical bed for changing. We have toilets that are wheelchair accessible.

Brookside has a sensory/calm room for pupils who need support when anxious. We also have a therapy room for speech and language work, small group work and therapy exercises. The Resource pupils have a Resource room where they work with the Resource staff. This room also doubles as a children's kitchen and a meeting room.

### **How is support for my child allocated?**

The school has a budget from the Local Authority, which is expected to meet the needs of most of the pupils in the school. This includes pupils with Special Educational Needs. However, for pupils with an EHC (Education Health Care Plan) that recommends over 16

hours of class support a week, additional funding is provided to meet their individual needs. These will be children with complex difficulties who require an individualised provision map to meet all their requirements. Pupils with less than 16 hours allocated have their support funded by the school.

The funding from the school's budget pays for support in the class, 1-to-1 programmes of work delivered in class time, group interventions and additional supervision such as at play and dinner times. This support is allocated according to the individual needs of the pupils; for example, some pupils require less 1-to-1 time, but more group intervention. Recommendations for the level and form of support are discussed with parents and agencies at review meetings, which are held annually. School also has to 'buy-back' services that provide specialist support for some of our SEN pupils.

Funding for Resource pupils enables the school to have a part time Resource teacher to provide group and 1-to-1 teaching.

### **What support is there for my child's well-being? & How does the school manage the pastoral and behavioural support for my child?**

At Brookside we feel that the key to good well-being is to foster good relationships. We have adopted the Restorative Approach to behaviour management. The pupils have the opportunity to share and discuss any worries they have in a 'Circle Time', held once a week in classes. If they do not wish to do this, then they can talk to members of staff at any time. Some classes have 'Worry Boxes' which allow them to tell a teacher if there is a problem, anonymously. Pupils have a strong voice at Brookside, and they do say that they feel listened to. Other agencies and visitors to the school always remark on what a 'kind and caring' school Brookside is. In addition to the school staff, we have a Behaviour Support Teacher who is in school once a week to support children who are facing challenges either in or out of school. She also helps to deliver some of our PSHE work for each class. Children with SEN often find social communication difficult, and school uses many strategies that can support them in the classroom and in their next steps at High School; such as Social Stories, Comic Strips and visuals.

Parents are always welcome to make an appointment to discuss any concerns they have for their child, and school will always seek to provide the support it can, or recommend outside agency support where appropriate. School has a Behaviour Policy and a Relationships and Health Policy, both of which are reviewed and updated regularly.

### **How does the school manage transition?**

Moving from one school to the next is a big event in any child's life. At Brookside we have a well organised transition programme from Nursery to Reception Class, and from Year 6 into high school.

In Early Years, once your child has been offered a place at Brookside Primary, you will receive an admissions pack. This gives you information about the school. If there are any questions in the pack that are not answered, the school will happily answer any queries about SEN. School works closely with all the Nurseries, including Nina's Pre-School, Bredbury Green Nursery and other local nurseries. The children from our local private nursery and surrounding nurseries then have visits for ½ days to become accustomed to the routines, classroom and staff. If your child is a Resource child or has SEN the Resource Manager and Resource Assistant will visit him or her in their Nursery setting. The children will start Reception for 2 weeks of half days, then full time thereafter.

Deciding on the right High School for your child is very difficult. At Brookside we will support you through this process by explaining all the options for a child with SEN at Key Stage 3. There will be a Person-Centred Transition Review in Year 5, and this will give parents the chance to discuss their wishes for High School education. Representatives from all outside agencies will be present to offer their comments and advice. However, the final decision falls to parents on their choice of high school. Once a place has been given to a child, Brookside will work with that high school to ensure a smooth transition. This includes visits to the school and a programme of work to prepare them for the new routines and expectations at high school.

**How does the school manage medical needs?** Many of our support staff are First Aid trained. This includes 4 Paediatric First Aiders. In addition to this, we ensure all staff have up to date Asthma and Anaphylaxis Training and any other specific training depending on the medical conditions of the children in school. Children with medical conditions may need a Health Care Plan, if appropriate, from the school nurse. This will then be kept in the school office and all the relevant staff, will be informed. There is a note in each class of the medical needs of each child in that class. This is kept confidentially.



**What support does the school provide for families?**

Parents have the opportunity to discuss their child's progress every term at Parents Consultation Meetings. Some of our pupils have Home/School Communication Books which teachers and parents complete on a regular basis. Homework can also be adapted to meet the needs of pupils with additional needs. At Brookside we have Person-centred Reviews for the pupils with SEN. They are held once a year and have the child and his/her family at the centre of the review. If you have a concern that requires immediate attention, an appointment can be made with Mrs Warner; Inclusion Manager/SENCO. If she is not available, you can make an appointment to see the Headteacher; Mr Tavernor.

'Open Mornings' are regularly held at the school, when parents get the opportunity to see the pupils work and to chat to the staff in their child's class. These are usually held at the end of a themed week such as 'Enterprise Week' or 'Faith Week', so the children can showcase their work.

As well as support from the school, we would also recommend that parents seek support from other outside agencies such as KIDS, Autism Team, Children's Learning Disability Team, the Parenting Team and Aiming High. School will support parents through the referral process to get support from these agencies, and we will always seek to work as a team in the best interests of the child.



**COGNITION AND  
LEARNING**

**WHOLE SCHOOL  
PROVISION**

EHC Plan requested. Interventions groups and 1-to-1 sessions.  
Provision timetable with bespoke curriculum with planned outcomes.  
*Resource Provision:* Pupils have a curriculum planned around their individual needs. This includes life skills.

SEN Support Plan written in co-production with pupils and parents. LSS Referral. Teaching from LSS teacher once a week. Movement breaks timetabled into day. Coloured paper/books for written work. Additional intervention groups for reading, phonics, maths, fine and gross motor skills. Motivational Maths. Motor Skills United. Time-Out sessions when needed. Calming strategies.

\*Differentiated tasks. \* Multisensory approach to learning. \*Additional time when needed. \*Differentiated objectives. \*Repeated learning. \*Pre-learning vocabulary \*Visual prompts. \*Word processing opportunities. \*Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. \*Word Mats. \*Number Lines. \*Formative assessment used to adjust content. \*Dyslexia friendly teaching – Whiteboards and presentations on non-white backgrounds. \*Dyslexia-friendly fonts & range of clear fonts & size 12/ 14 font/reading rulers, \* text on [non white](#) when needed for worksheets/resources. \*Learning Objectives are differentiated & appropriate for need. \*ADHD friendly strategies. \*Verbal praise. \*Use of Move N Sit cushions. \*Lap cushions. \*Pencil grips. \*Weighted bands. \*Feet bands around chairs. \*Feedback recognises progress and effort, not just achievement. Independent activities. \*Pre-teach key vocabulary. \*Collaborative learning, \*Whole class movement breaks. \*Paired writing. \*Talk partners. \*Kagan Approach \*Pairing activities. \*Small group activities. \*Duration of activities is apt. \*Calm learning environment. \*Distraction-free environments. \*Sensory tools available in classroom. \*Child's name and eye contact used. \*Clear/simple instructions. \*Relationship building & Restorative Approaches used. \*Repeated, simplified, gestures, pictures, objects of reference. \*Processing time given & key words emphasised. \*Language provides simple commentary, gestures, signs and images support understanding. \*Language is at appropriate developmental level. \*Pupil communication valued and responded to. \*Adults say what they mean (avoid sarcasm, abstract vocabulary etc) \*Structured, consistent routines. \*Adults say the behaviour they want. \*Opportunities to meet sensory need (Fiddle toys). \*Outdoor Learning incorporated into the curriculum. \*Colour codes for levels of anxiety. \*Adults recognise how tiring some conditions can be when facing the whole school day. \*Opportunities for 'time-out'. \*Awareness of the whole child from the One Page Profile. \*Good, regular communication with parents. \*Reports written termly for parents \*Targets shared with parents and child. \*Frames and support structures to aid poor short-term memory.

**INDIVIDUALISED  
PROVISION**

**TARGETED  
PROVISION**

**UNIVERSAL  
PROVISION**



**PHYSICAL & SENSORY  
WHOLE SCHOOL  
PROVISION**

EHC Plan requested. OT intervention and support. Provision timetable with fine and gross motor skills and sensory planned into a bespoke curriculum.

**INDIVIDUALISED  
PROVISION**

Pre-referral to the OT service for advice. Movement breaks timetabled into day. Coloured paper/books for written work. Enlarged texts for all texts. 'Join Me' or other app for visual access to whiteboard. Motor Skills United group intervention provided weekly (2 terms of evidence) ADHD referral SEN Support plan written. Sensory Support Service referral.

**TARGETED  
PROVISION**

Multisensory approach to learning. Additional time when needed. Repeated learning. Visual prompts. Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content. Dyslexia friendly teaching – Whiteboards and presentations on non-white backgrounds. Dyslexia-friendly fonts and range of clear fonts & size 12/ 14 font/reading rulers, text on non white when needed for worksheets/resources. Verbal praise. Use of Move N Sit cushions. Lap cushions. Pencil grips. Weighted bands. Feet bands around chairs. Feedback recognises progress and effort, not just achievement. Blinds at the window used appropriately for visual needs. Differentiated objectives. Independent activities. Pre-teach key vocabulary. Collaborative learning. Whole class movement breaks.

Paired writing, talk partners, random pairing activities, small group. Duration of activities is apt. Calm learning environment. Distraction-free environments. Sensory tools available in classroom. YPs name and eye contact used. Clear/simple instructions. Relationship building & Restorative Approaches used. Repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Adults say the behaviour they want. Opportunities to meet sensory need (Fiddle toys). Adults recognise how tiring some conditions can be when facing the whole school day. Opportunities for 'time-out'.

**UNIVERSAL  
PROVISION**

**SOCIAL EMOTIONAL AND  
MENTAL HEALTH  
WHOLE SCHOOL  
PROVISION**

\*EHCP referral. \*Class teacher to provide individual provision timetable. \*Bespoke interventions to meet EHCP Outcomes.  
\*Support staff in class facilitate a bespoke planned curriculum. \*Life Skills form a key part of the provision. \*HYMS involvement  
\*Primary Jigsaw involvement  
*Resource Provision:* life-skills based learning, social communication skills, community links, therapies such as swimming & horse riding, Motor Skills United 3 times a week.

\*SEN Support Plan in place co-produced with parents & pupils \*Behaviour Support Teacher providing advice, group and 1-to-1 interventions. \*Nurture Group for vulnerable pupils. \*Forest Activities as an extension of PSHE/Nurture. \*Adjustments to the school day \*Time Out pass \*Emotional regulation cards. \* Zone of Regulation intervention \*School Nurse support & attendance at TAS meetings. \*Termly reviews for SEN Support pupils. \*Buy-Back additional Speech and Language Therapist \*HYMS referral. \*Educational Psychology referral. \*EHA \*School Age + worker to support

Quality first teaching includes: \*Outdoor Learning is part of the whole school curriculum \*All pupils have a One Page Profile which parents, pupil & staff contribute to. \*Celebration Assembly each week for class awards. \* Tokens for teams across school. \* Raffle Tickets in some classes for prizes \*Adults say what they mean without sarcasm \* Child's name and eye contact used \*Regular verbal praise used \*Teachers say what behaviour they want to see not what they don't want to see. \*Restorative Approaches used across the school for behaviour management. \*Strong parent partnerships established. \*Email contact with parents & families. \*Early Help Assessment referrals used, \*TAF process used. \*Annual TAS meetings for all agencies. \*multi-sensory approach to teaching \*teaching that meets developmental needs \*opportunities for experiential learning such as school trips outdoor learning etc visual prompts \*Dyslexia friendly \*Autism friendly, \*ADHD friendly classrooms \*Timelines in every classroom \*Pre teaching vocabulary for topic \*Repetition and clarifying instructions \*Word banks \*Word dictionaries \*Practical maths equipment \*Number lines \*Noise and distractions minimised in classrooms \*Challenging work that meets level of ability \*Sensory needs are met in classes \*Opportunities for word processing \*Spell checkers \*whiteboard with non-white background \*line guides for reading \*good quality printing \*well presented worksheets \*assessment that is formative and informs planning not just summative \*quality feedback to all pupils \*accurate tracking of progress of all pupils \*pupil progress reviews with senior leaders \*Intervention programme updates and staff meetings \*Learning Objectives for every lesson shared with all pupils \*objectives differentiated to meet the needs of individuals \*Reading Buddies with Year 6 and Reception \*Play leaders Restorative leaders and Student leaders support pupils across the school \*Restorative Stars in early years \*\*Time Out' systems in place where needed usually with colour-coded cards \*lunchtime clubs such as Running, Yoga and Chess clubs \*shared spaces are clutter free and easily accessible \*reduction in visual clutter around school \*displays and signage are visually clear and well presented. \*Tables and chairs at an appropriate height \*sloping boards \*pencil grips \*Move N Sit cushions \*workstations \*use of iPads and laptops \*Makaton signing used \*Classroom interventions include social skills, Zones of Regulation, memory groups, phonics groups, speech and language groups, listening groups, reading groups, maths groups, fine motor skills and gross motor skills groups \*Weekly Circles in every class. \*Language Link assessments for all EY pupils. \*Close working with EWO & attendance carefully monitored. \*Transition programmes in place for Year 6 and Nursery

**INDIVIDUALISED  
PROVISION**

**TARGETED  
PROVISION**

**UNIVERSAL  
PROVISION**



COMMUNICATION AND INTERACTION  
WHOLE SCHOOL PROVISION

\*EHCP referral. \*Class teacher to provide individual provision timetable. Speech & language programmes provided by SALT for 1-to-1 S&L sessions \*Use of Talking Mats to communicate pupil voice. \*Interventions to meet EHCP Outcomes. \*Support staff in class to deliver S&L programme depending on area of need.

Resource Provision: life-skills based learning, social communication skills, community links and therapies.

\*Referral to buyback Speech and Language Therapist for assessment. \*Group interventions. For Narrative, WordAware, Language for Thinking. \*Social Communication programmes  
\*Detailed SEN Support Plans. \*Termly reviews for SEN Support pupils. \*Buy-Back additional Speech and Language Therapist to train staff, implement intervention programmes and monitor & assess pupils. \*Educational Psychology referral. \*Referral to SALT core service.  
\*Social communication referral to HYMs \*Language Link interventions \*Support staff deliver language intervention group work.

\*Language rich classrooms \*Language Link assessments for all EY pupils. \*Multi-sensory approach to teaching \*teaching that meets developmental needs \*Drama (DEAL) incorporated into curriculum subjects. \*opportunities for experiential learning such as school trips outdoor learning etc visual prompts \*Opportunities to record in different ways eg, recording, photographs, word processing role play mind maps diagrams \*Writing frames to structure sentences & stories \*Dyslexia friendly strategies \*autism friendly, \*ADHD friendly classrooms \*calm learning environment \*timelines in every classroom \*pre teaching vocabulary for topic \*Differentiated texts \*repetition and clarifying instructions & phrases \*word banks \*word dictionaries \*maths vocab displayed in class \*Language rich displays \*number lines \*opportunities for word processing \*spell checkers \*whiteboard with non-white background \*line guides for reading \*good quality printing \*well presented worksheets \*assessment that is formative and informs planning \*quality feedback to all pupils \*accurate tracking of progress of all pupils \*pupil progress reviews with senior leaders \*regular staff inset about SEN progress \*intervention programme updates and team meetings \*Learning Objectives for every lesson shared with all pupils \*objectives differentiated to meet the needs of individuals \*Reading Buddies with Year 6 and Reception \*Play leaders Restorative leaders and Student leaders support pupils across the school \*reduction in visual clutter around school \*displays and signage are visually clear and well presented \*Tables and chairs at an appropriate height \*workstations \*use of iPads and laptops \*Makaton signing used \*Classroom interventions include social skills, memory groups, phonics groups, speech and language groups, listening groups, reading groups \*Weekly Circles in every class with opportunities for whole class speaking & listening. \* Homework presentations every term for whole class speaking \*Language Link assessments for all EY pupils. \*All pupils have a One Page Profile which parents, pupil & staff contribute to. \* CPD opportunities for support & teaching staff with SALT.

INDIVIDUALISED PROVISION

TARGETED PROVISION

UNIVERSAL PROVISION