



# St Eanswythes CE Primary School

## Whole School Provision Map

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Universal Support	Targeted Support	Personalised Support
Provision of an learning environment that is inclusive and teachers that are aware and trained at the appropriate level to meet a range of Special Educational Needs and Disabilities (SEND)	Support in addition to universal level for children with or without SEND that need individual or small group support to differentiate learning or supplement learning over a limited period to address learning gaps	Learning and development activities that are specifically and personally planned to enable individual children with SEND to participate and make progress
SEMH (Social, Emotional and Mental Health)		
<p><b><u>Whole School Systems:</u></b></p> <p>SEMH identified as the primary need            Pastoral Lead with up to date counselling qualification            Policies in place for:            Special Educational Needs and Disability            Inclusion            Attendance            Teaching and Learning            Anti-bullying Behavioural policy Safeguarding            5 point scale used throughout the school to help consistent approaches and developing emotional literacy            Pastoral records dated and acted on            Open door policy for access to teachers/head teacher and SENCO for parents            Home visits offered to new pupils starting at school to understand family background and take parental view            Pastoral team to support daily needs of the children</p>	<p><b><u>Whole School Systems:</u></b></p> <p>Termly pupil progress meetings            Targeted training for staff to deliver identified interventions            Plan, do, review cycle            Behaviour monitoring            Targeted pupils screened and needs identified (Boxall Profile)            Difficulties identified and shared with in parent meetings            TA trained in Lego Therapy</p>	<p><b><u>Whole School Systems:</u></b></p> <p>SENCO led training for staff            LIFT attendance for generation of individualised programmes of support            Specialist Teaching Service advice and intervention programmes            Speech and language support through the balanced system for specialist advice and targeted support.            SEND parent review meetings to generate targets and share progress            Referral to outside agencies for specific diagnoses            Children and young people's mental health service (CYPMHS) referral for diagnosis            Early Help referral for family mediation and behavioural strategies</p>
<b><u>Provision:</u></b>	<b><u>Provision:</u></b>	<b><u>Provision:</u></b>

<p>Christian values embedded within all activities.  Key adult system within school for children to approach  Time out/quiet areas available  Staff team aware of de-escalation strategies outlined in behaviour plans  Sensory/wellbeing room  Alternative recording arrangements where required  Mindfulness activities  Lunchtime quiet club offered during non-structured times</p>	<p>Small group interventions with a focus on social skills, anxiety, anger, listening, resilience, talking:  Lego therapy  Emotional check ins  Specialised counselling available onsite through referral  SEMH screeners – Leuven scales and Boxhall</p>	<p>Children and young people’s mental health service (CYPMHS) referral for diagnosis  Referral to community paediatrician where appropriate  Early Help referral for family mediation and behavioural strategies  Child and Adult Therapeutic Talking Service referral for counselling as an individual or as a family  In house specific programmes: Drawing and Talking, Social Stories, 5 point scale intervention  Access to High Needs Funding where support in place would consistently exceed £6000  (Dependent on application acceptance)</p>
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**Cognition and Learning**

<p><b><u>Whole School Systems:</u></b></p> <p>Teaching and learning policy in place  Monitor academic progress, academic achievement, quality of planning, teaching observations and regular book looks  Good quality first teaching  Language through colour coaching provided by Speech and Language link therapist  Appropriate training opportunities identified as part of performance management  SLT aware of a range of learning difficulties and strategies to support them  Flexible classroom arrangements to meet the needs of all pupils  Alternative recording considered and discussed with pupils  Termly assessment  Home visits offered to new pupils starting at school to understand family background and take parental view</p>	<p><b><u>Whole School Systems:</u></b></p> <p>Termly pupil progress meetings  Targeted training for staff to deliver identified interventions  Attainment and progress analysed for different groups  Targeted pupils screened and needs identified with suitable screening mechanisms  Plan, do, review cycle  Difficulties identified and shared in parent meetings  Progress in maths and English measured termly using national assessments and age standardised assessments</p>	<p><b><u>Whole School Systems:</u></b></p> <p>Specific assessments undertaken to identify needs: Phonic screening, reading ages, PM Reading Benchmarking  LIFT attendance Cognition and Learning specialist teaching service assessment  Parent SEN review meeting to set targets</p>
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<p><b><u>Provision:</u></b></p> <p>Good quality first teaching</p>	<p><b><u>Provision:</u></b></p>	<p><b><u>Provision:</u></b></p> <p>School Personalised learning programmes</p>
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<p>Appropriately adapted learning Alternative recording Scribes when appropriate Sound buttons iPads Word banks Task boards Steps to success Visual timetables Talk partners Language through colour visuals Visual supports Interactive feedback Active listening and focus cards Use of manipulatives</p>	<p>Delivery of catch up programmes for English: One-to-One/small group Phonics interventions Individual Reading Paired Reading Reading Recovery Scheme BRP English Tutoring Maths Tutoring Precision Teaching NESSY programme for reading and spelling. Times Table Rockstars Language through Colour Intervention</p>	<p>Individual OT programmes STLS planned learning programme Alternative and personalised curriculum planned by teacher and SENCO Extra time Readers Planning advice from Speech and Language link therapist</p>
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**Communication and Interaction Needs**

<p><b><u>Whole School Systems:</u></b></p> <p>Universal screening for Speech, Language and Communication Needs (SLCN) Speech and Language Link Home visits offered to new pupils starting at school to understand family background and take parental Expectations for planning that demonstrates clear speaking and listening opportunities and scaffolding language rich environments to support all children Whole school completion of AET autism training Additional equipment (laptops, iPads, sound buttons etc.) where appropriate Language through colour being introduced to further support language development</p>	<p><b><u>Whole School Systems:</u></b></p> <p>Plan, do, review cycle Termly pupil progress meeting Screening on speech production for targeted children and those with historic involvement Screening of understanding of language and targeted support identified Visual cues and pictures to support language acquisition Appropriate staff trained on Speech and Language Link Language for learning observations used to inform teaching strategies</p>	<p><b><u>Whole School Systems:</u></b></p> <p>Speech and Language link therapist available for consultation LIFT attendance Referral procedures in place to use help of OT, SALT and Community Paediatrician services to support speech production issues Visuals available for non-verbal pupils STLS Social Communication checklist</p>
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<p><b><u>Provision:</u></b></p> <p>Pre-teaching of vocabulary Peer support Flexible groupings Language Link screening</p>	<p><b><u>Provision:</u></b></p> <p>Language for learning strategies Language through colour strategies Language link programmes Speechlink programmes</p>	<p><b><u>Provision:</u></b></p> <p>Language link programmes Speech link programmes Language through colour Russian scaffolding</p>
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Speech Link screening Sensory room available	Talking partners Social Stories Sequencing Social skills Sensory breaks and spaces	Semantic word books Speech and Language therapist planned interventions Use of visuals
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**Sensory and Physical Needs**

<b><u>Whole School Systems:</u></b>  Policies updated in line with accessibility, Equality and SEND legislation Planning demonstrates an understanding of PI where required Accessibility plan in place where applicable Sensory room and spaces around the school	<b><u>Whole School Systems:</u></b>  Termly pupil progress meetings Targeted training for staff to deliver identified interventions Plan, do, review cycle Sensory checklists Targeted pupils screened and needs identified Difficulties identified and shared with in parent meetings	<b><u>Whole School Systems:</u></b>  OT screeners and referrals when necessary School nursing service referral Collaborations with STLS disability services when required Disability access resources available as needed Personal care plans in place where required
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<b><u>Provision:</u></b>  Disabled toilet Lift access to avoid stairs Wheelchair access to school areas with use of the lift Wheelchair access to reception area and community room SEND resources for sensory issues	<b><u>Provision:</u></b>  Clever hands Fizzy programmes Sensory circuits Handwriting programmes Specialised pens, pencils and grips Sensory SEND resources- tent, wobble cushions, fiddle tools, sensory boxes, ear defenders Sensory breaks Mindfulness programmes	<b><u>Provision:</u></b>  Access to OT resources as required Regular attendance at LIFT for OT and Health consultation Desk slopes Disabled toilet access via lift
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