

### Our SEND provisions:

- Attachment and Relationships aware
- SSEN specialist support for teachers and children
- Number stacks, FFT literacy, SALT , Lego Therapy
- Outdoor learning /clubs supporting 'soft skills' and nurture
- Movement breaks and equipment for sensory input
- Specialist equipment; rulers, scissors, pen grips, overlays,
- Zones of regulation
- Autism outreach
- Phonics catch up and keep up
- 1:1 reading
- Phonics overlearning
- Phonically decodable high interest books

As a school we want to celebrate differences and make sure all children have the understanding of different needs.

### SEND non negotiables:

- Broad and ambitious curriculum adapted to meet the needs of all children
- Protected core subjects
- Evidence based interventions
- SENCO time
- Pupil plans with child and parent focus SMART targets
- Provision map updated termly
- Pupil progress meetings with SENDCO
- Deep teacher reflection- end of unit reflection and data commentary focusing on outcomes for SEND
- Enhanced monitoring for SEND children

### Recognition of the importance of regular CPD for all staff:

- Termly/half termly SEND PDM's
- ACE'S training
- Intervention training for TA's
- Phonics training
- Person centred planning & SMART targets training
- Behaviour training
- Graduated response training
- Self regulation training
- Dyslexia training

Graded Reading Profile: All children are PM Benchmarked & phonically assessed (STAR reading) They are also assessed on the Lexile Framework ( STAR assessment) which is a scientific measure of both reading ability and text complexity. Teachers match children with texts putting them on the track to success in school.

Children who require additional intensive phonics support in KS2 may join a phonics group lower down school. Children in KS1 and EYFS are tracked lesson by lesson and are provided with intensive interventions if they are required.

Children classified as 'on watch, intervention or urgent intervention' ( STAR reading are added to the provision map and receive additional interventions, texts and targeted teaching. The lowest readers read at least 3 times each week to their teacher.

All children have a reading book linked to their level and progress through book bands are carefully monitored.

Lack of progress through the graded Reading Profile is one of the indicators we use for early identification of SEND

### Explicit instruction

Teachers model the task and what is required for children to learn independently

Success criteria

Now and next  
Clear succinct language

Chunking of knowledge into smaller steps

AFL and reforming teaching

Reduce cognitive load

### Metacognition

I do, we do , you do,

Reasoning, discussion, and problem solving

Retrieval practice

Knowledge organisers

Modelling of thinking

Working walls

Talk partners

### Scaffolding

Scaffolds for all

Visual, verbal and written

Gradual removal of scaffolds

CPA

Knowledge organisers

Oral rehearsal

Pre-teaching

# SEND ON ONE PAGE