

St Mary's Catholic Primary School

Inclusion Policy



2016



Policy for: **Inclusion**

Person(s) responsible: Mrs Lisa Watts (SENCO)

Policy monitor (governor): Mrs Monika Kus-Kwiatkowska

Date agreed: September 2016

Contents

<u>Page Number</u>	<u>Content</u>
3 – 9	Policy
10	Appendix 1 - Identifying the source of difficulties
11-12	Appendix 2 – Co-ordinating Provision – Roles and Responsibilities
13	Appendix 3 - SENCO Helpsheet for Parents and Carers
14 - 22	Appendix 4 –St Mary's Catholic Primary School Individual Provision and Targets



Links to our Mission Statement

“My commandment is this – Love one another just as I love you.”

John 15:12

‘Through a curriculum that encourages **creativity** at every opportunity, we challenge all within our community to strive for the highest standard of personal, social and intellectual development, and aim for excellence in all we do.

We recognise that we are all unique and aim to support each other along our personal journey of faith, treating others with **respect**.’

Including Special Educational Needs (SEND)

This policy provides information on provision for all children with special educational needs (SEND). For ‘vulnerable groups’ including children who speak English as an additional language (EAL), looked after children (LAC) and Pupil Premium children, please see separate policies.

St Mary's Catholic Primary School is committed to providing an appropriate and high quality education for all children. We believe that every child, including those with additional needs, has a common entitlement to a broad and balanced academic and social curriculum.

We therefore strive to support all children to achieve the 5 key outcomes of Every Child Matters:

- * Be healthy
- * Achieve economic well being.
- * Stay safe
- * Enjoy and achieve
- * Make a positive contribution

The aims of this policy are:

- To support the early identification of pupils requiring additional support, including those with Special Educational Needs.
- To work in partnership with parents and other agencies to achieve the best possible outcomes.
- To ensure all involved are clear of their roles and responsibilities with regard to SEND and Inclusion.
- To ensure the Equality Act (2010) and the statutory Special Educational Needs Code of Practice (2014) are implemented effectively across the school.



- To provide a framework of effective intervention to enable all children to achieve their potential.

Special Educational Needs

'A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'

(SEND Code of Practice for 0 to 25 years, DfE, April 2014)

Children may have special educational needs either throughout, or at any time during, their schooling. Children can move up and down the stages of the Code of Practice and will be removed from the Code of Practice if they make good progress and can be catered for by the use of differentiation (planning for different abilities) within the classroom.

The named person with responsibility for Special Educational Needs and Inclusion at St Mary's is

Mrs Sharon Betts, working within the Senior Leadership Team and under the direction of both the Head Teacher and school Governing Body.

Any child identified with SEND will be supported within one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs



Admission of Pupils with Special Educational Needs

Admission arrangements for pupils with SEND are co-ordinated by the LA and at St Mary's are the same as for all pupils with the exception of those with an EHC Plan. Parents of pupils with an Education, Health and Care Plan may select the school of their choice and therefore have priority for admissions unless the selected school is unable to cater appropriately for the child's needs – see Borough of Poole's Admissions Guidance.

Identification, Assessment and Monitoring.

Formative assessment (Teacher Assessment) and Summative assessment (Test) and recording routines used for all children enable class teachers to make judgements about children's progress. Each class teacher completes a Class Action Plan (CAP) on a half termly basis, which highlights all children's progress. Where children are not making the expected progress, interventions are put in place. Individual progress is monitored as an on-going process and may be an indicator of SEND.

Individual targets set for SEND children will also show progress if they are met when reviewed. Children with SEND may also be reviewed using a range of other assessments such as the British Picture Vocabulary Scales (BPVS). These can be repeated to track progress over time. External agencies working with us in school may use more specialist assessments which also can help to monitor progress.

Children with social, emotional and mental health needs may be identified if they do not respond to a range of pastoral support or behaviour management strategies usually used by the school and have prolonged or regular periods of concerning behaviour.

Children with English as an Additional Language and those entitled to free school meals, along with other vulnerable groups, will be identified through school records and information submitted by parents on school admission forms. The achievement of children in all vulnerable groups is tracked by the class teacher, SENCO and the Leaders for EAL, Pupil Premium, English and Maths. School is using the School Pupil Tracker Online (SPTO) for inputting data and interventions for all children, in order to be able to monitor progress, create a provision map and assess impact and value for money.



The Levels of the Special Educational Needs Code of Practice.

When children are identified as having SEND they are supported in one of the following categories:

School Support

When a class teacher, member of the pastoral team or the Special Needs Coordinator (SENCO) identifies a child with SEND they will provide intervention that is additional to or different from those provided as part of the school's usual differentiated curriculum. All of these children will have a provision map/s detailing individual targets and activities, strategies and resources used for intervention.

If, with targeted intervention, a child continues to make little progress, or continues to display concerning behaviours, the school may request support from other external agencies such as special schools, educational psychologist etc. Specialist assessments will be made if appropriate and advice, strategies and support given to support the child within school.

Education, Health and Care Plans

If the child's difficulties remain despite the school, with support from external specialists, providing a sustained period of additional support, the school may apply to the Local Authority (LA) for an Education, Health and Care needs assessment. This assessment will draw together information from all involved parties and will determine whether the child meets the criteria for an Education, Health and Care Plan (EHCP). An EHCP details the child's needs, the educational provision the LA consider appropriate for that child and the type of placement (school) that will best support the child.

Special Educational Needs Provision

In order to support those children with special needs, there is a range of SEND provision. SEND provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

The school operates within the Borough of Poole's policy for Special Needs and follows guidance within the Special Educational Needs Code of Practice and National Curriculum guidance regarding Inclusion.

Co-ordinating Provision – (See also Appendix 2)

The SENCO's key responsibilities include:



- 'overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with the designated teacher where a looked after child (child in care) has SEND (Currently, Mrs Betts is also the designated teacher for children in care)
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure smooth transitions
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date.'

(DfES Code of Practice, 2014)

See 'SENCO Helpsheet' (appendix 3) for further information about how this will be delivered.

The SENCO works closely with the Head Teacher and Governing Body whose responsibilities include ensuring funding arrangements, maintaining appropriate staffing and overseeing the work of the co-ordinator.

Provision for Inclusion at St Mary's – (See 'Provision Maps' Appendix 4)

We seek to ensure that all children are included in all areas of the curriculum, and that teachers adapt teaching and learning to suit the needs of individuals within their class.

Special Educational Needs

Each class has a Teaching Assistant throughout the mornings to support children with additional needs during core subjects. The SENCO and additional Teaching Assistants work to target further support for those children with more complex and higher levels of need. During the afternoons, Teaching Assistants work within a specific area to deliver intervention across certain Key Stages or the whole school.



This enables them to develop an area of expertise (e.g. Phonics or Maths), utilise resources and maintain effective links with outside agencies who support different areas. Interventions will take place within the shared areas around school enabling a group of children from different classes to access a group together. The Pastoral Support Worker and the Emotional Literacy Support Assistant (ELSA) work throughout the school day to support children with a variety of needs both in groups and individually. Work with children with social, emotional and mental health needs will be planned, often using role play, art and other activities as a vehicle for intervention.

English as an Additional Language

Children will be supported in basic conversational English as required by classroom Teachers and Teaching Assistants and through targeted intervention. Children with English as an Additional Language who are not achieving in line with expectations will be tracked using Language in Common. Provision for pupils with EAL will be overseen by the EAL Leaders (Mrs Heidi Singleton, Miss Bryony Shaw and Miss Rachel Stacey)

Looked After Children

Every child who is looked after by the Local Authority (children in care) has a personal education plan (PEP). This is reviewed and updated regularly in conjunction with the child's social worker. These children may receive support from the Pastoral Care Worker or Emotional Literacy Support Assistant (ELSA) or any other targeted intervention, including enrichment, as appropriate.

Attendance

Attendance is monitored in school by the Attendance Officers, Business Manager and Pastoral Support Worker, who meet regularly. Children with a high percentage of absence (less than 90% attendance or greater than 10% absence) or lateness are identified and reasons for these absences are investigated. The school supports work with parents to minimise absences in order for children to be in school and achieve well.

Links with Other Agencies

We work closely with a range of other professionals such as:

- Educational Psychologist.
- Special Schools for both behaviour and learning needs.
- Medical professionals including Occupational Therapy and Physiotherapy.
- Vision Support Service.



- Speech and Language Therapy Service.
- Family Outreach Worker.

And any other agencies the school or family deem appropriate.

Where children have complex needs requiring many agencies to be involved, a Poole Early Help Assessment (PEHA) will be carried out with the child and the family, and a 'team around the child' (TAC) meeting will be arranged when necessary in order to ensure all agencies and parents can work together on common goals and each can be clear about their role. In situations where common difficulties occur throughout a family 'team around the family' (TAF) meetings may also be held.

Access

The school has a lift to enable children with physical disabilities to have full access to the teaching areas. All areas are marked as appropriate e.g. yellow paint on fences, to ensure they provide safe access for those with vision impairments.

Funding

The Local Authority uses a formula to calculate funding which is received by the school to support children identified as having SEND. Additional funding is given to support SEND children who have the highest levels of need identified by an Education, Health and Care Assessment. Looked After Children, those currently and previously entitled to free school meals and children with parents in the forces also attract funding (Pupil Premium) and so the school endeavours to ensure these are identified correctly on entry to school through admission information.

Funding for vulnerable children contributes to the whole school budget. It is not allocated to individuals but is used to support vulnerable children in a variety of ways. A large proportion is allocated to providing Teaching Assistants to support vulnerable children throughout the school and some to employ the SENCO, Pastoral Care Worker and other key staff with responsibilities relating to inclusion. Further funding is used to purchase resources for individuals, groups and classes to make the curriculum accessible for all and to 'buy in' external support, e.g. play therapy, training etc.

Staff Development

The SENCO will keep up-to-date with local initiatives and information by attending the termly SENCO briefings run by the Local Authority. Teachers and support staff will be given individual and relevant support and CPD training to enable them



to support individuals in their class. All teachers will be kept up-to-date with provision, resources and intervention for children with additional needs through staff meetings and INSET.

Role of Parents

Parent and school partnership is crucial to providing effective support for all children and particularly those with additional needs. Parents will be informed of any concerns by the child's class teacher and will be invited to discuss and review individual targets (for SEND children) at individual meetings. Parents can ask for an update of their child's progress at any point by contacting the class teacher. They can also seek pastoral support by speaking with the Pastoral Support Worker.

Transition Points

Within our school

Towards the end of the summer term children spend a morning with their new class teacher for the following year. Current class teachers meet with the teacher/s whose class the child will join to discuss all children, with a particular focus on those in vulnerable groups. Information is shared about the level of support individuals received in the previous class and resources and techniques that have been successful. Individual records are also passed on so new teachers can see the history of involvement with any child.

To/from other schools

We link with pre-schools and secondary schools in the area and share records of all children on the SEND Code of Practice when children transfer. In particular cases, where transition could be challenging, enhanced transition of additional visits may be arranged with the school in order to ensure a positive experience of transition for the child. This will be managed alongside a programme of pastoral support if appropriate.

Complaints

Parents can make complaints or raise concerns through the openness of the school.

If concerns arise through the application of this process, individuals may make a complaint through the school's complaints procedure (policy) in the following order:



- 1) Informal or formal communication with the class teacher;
- 2) Arranged meeting with the class teacher and SENCO;
- 3) Arranged meeting with the Head teacher or Deputy Head teacher;
- 4) Arranged meeting with the governor with responsibility for Inclusion, Mrs Mary Norrish.
- 5) The school will furnish the parents with a contact name to take the matter further as necessary.

We also have a policy for complaints, which can be accessed on the school website.

To be reviewed: Autumn 2018



Appendix 1 - Identifying the source of difficulties

Child's Name:

Areas to consider and investigate	How we Identify this	Subsequent actions that may help	Additional Comments
Do they listen to what is said?	Observation – are they showing listening behaviours e.g. looking, being still, responding appropriately?	Visual reminders. Consider seating position, fiddle toys, reward charts. Listening games e.g. sound lotto.	
Do they understand what is said?	Can they follow instructions? Complete British Picture Vocabulary Scale (BPVS)(refer to SENCO) If high level of concern consider referral to Speech and Language Therapy for further assessment (see SENCO).	Topic webs to extend vocabulary and enable access to learning. Pre-teaching of vocabulary and new concepts. Use of visual supports e.g. Communicate in Print software	
Can they remember information and instructions?	Complete memory check. Can they remember 3 verbal numbers in sequence (Year 2) or 4/5 numbers in sequence (Year 6). Can they remember visual pictures/symbols in sequence? In a few cases further assessment by the Educational Psychologist may be warranted (see SENCO).	Introduce memory boosting activities – memory games or LDA book activities (see SENCO).	
Do they have poor speech?	Informal observation – listen for grammatical structures. Do they generalise/over-generalise? Complete Renfrew Language Scales to assess grammar and information in spoken language (refer to SENCO) If high level of concern consider referral to Speech and Language Therapy for further assessment (see SENCO).	Teach specific areas of difficulty e.g. he/she, him/her or information giving. Consider social skills work to aid skills in social conversation.	
Is the child's hearing OK?	Complete phonic check "point to 's'".....move to similar sounds f/v etc. Play sound lotto. Hearing check – forms in office for school nurse. Fill in and ask parents to sign and leave at office.	Treatment/further testing. Re-teaching of phonics if/when previous hearing issues resolved. Use of visual supports e.g. Communicate in Print software	Date of test:
Are they motivated?	Discussion – Are they aware of reward systems? How do they feel about rewards and sanctions? Are parents supportive?	Link with home. Build relationships with key staff. May need to introduce individual reward system.	



St. Mary's Catholic Primary School



Do they have strategies for self-help?	Observation/discussion with key adults and the individual.	Work with child on self-help DIY checklist/mind map. What could they do if stuck? Are there resources available? Who could help? Could consider buddying up with a good role model?	
Is the child's vision OK?	Sight check – parents take to optician.	Glasses if needed. May need change of seating position. Coloured overlays sometimes help.	Date of test:
Are there difficulties with basic skills?	Phonic check Key word check. Salford Reading test (KS1) Number recognition/counting/ordering check. Dyslexia screening (<u>refer to SENCO</u>) Sandwell Numeracy Test>L2A only (<u>refer to SENCO</u>)	Milestones (pupil progress records) Running Record (reading check) Precision teaching (structured 1:1 targeted input) Other curriculum Intervention (see provision maps) Alternative approaches in class.	
Is there a mismatch between underlying ability and academic achievement?	Assess verbal/non-verbal ability. Complete British Picture Vocabulary Scale (BPVS)(<u>refer to SENCO</u>) In a few cases further assessment by the Educational Psychologist may be warranted (see SENCO).	Identify areas of strength which could be used to support other areas. Support from Winchelsea Outreach could be appropriate (discuss with SENCO).	
Are motor skills age appropriate?	Observation during age appropriate tasks for both gross and fine motor skills. Parents can see doctor to discuss Occupational Therapy referral if needed.	Complete targeted intervention – fine motor activities or Move to Learn activities. Introduce pencil grip/writing slope etc.	
Are there external factors which could be contributing to difficulties e.g. bereavement, family break up etc?	Discussion with child to identify anything they are worried about. Discussion with parents.	Time and space to discuss worries with parents or staff. Use of resources e.g. stories to support understanding of difficult situations and provide strategies to help. Ensure pupils are aware of Listening Ear. Refer to Pastoral Care Worker for support if appropriate.	
Are there any concerns about Social, Emotional and Emotional Health?	Discussion with child to identify anything they are worried about. Discussion with parents.	Refer to Pastoral Care Worker for support if appropriate. ELSA referral Boxhall Assessment (PSW) CAMHs referral (PSW)	
Comments from staff:			
Comments from parents/carers:			

Appendix 2 - Special Educational Needs Code of Practice – Roles and Responsibilities



Appendix 3 - SENCO Helpsheet for Parents and Carers

**At our school we really want to work in partnership with parents and carers to help us
do our very best for your child.**

As Special Educational Needs Coordinator (SENCO) at your child's school, I will do my very best to:

1. ensure you are informed if your child is newly identified as needing additional help - usually described as them having special educational needs (SEND)
2. ensure that I am as accessible to parents and carers as possible – details of how to contact me are at the top of this helpsheet (please be aware that I may not always be available immediately)
3. listen to parents and carers and use your information to help in planning support for your child
4. give parents and carers the opportunity to be aware of what you can do at home with your child to echo the support and strategies in school and help to be consistent
5. try to organise meetings at a time to suit everyone who is coming, including parents/carers, and I will carry out the actions agreed at the meeting (or let you know why I cannot)
6. ensure that your child's identified, individual needs are met with appropriate support - regardless of whether they have a diagnosis of a particular condition
7. read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate, and act on them as soon as possible after I receive them
8. give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in the plan
9. inform teaching staff, and others working with your child (for example lunch staff), of your child's general special needs, any special support that is needed, and what works for them
10. work with parents and others involved to carefully plan your child's move into our school (or from our school) according to their individual needs

As a parent or carer, it would be helpful if you would keep in touch and:

- a) let the school know if anything has happened that is likely to upset or affect your child in school - whether this is likely to be for just one day or for the longer term
- b) tell us if your child's special needs have changed in any way, or if you receive a professional report that may help us in planning to meet your child's needs in school
- c) let us know if you have concerns or worries so that we can try to sort these out together
- d) if you want to meet staff, then please make an appointment in advance, whenever possible – it is difficult to talk things through properly in the playground, especially when school staff may have to rush away to deal with something else or to teach a class
- e) when asking for a meeting with the SENCO, please let us know briefly what you want to talk about, when it would be convenient for you to meet, and roughly for how long
- f) if we ask to meet you, please make sure you come along to the meeting or contact us in advance so that we can re-arrange the timing to enable you to be there if possible



This helpsheet was compiled by the PAX Parent Forum

www.pax-parents.org.uk

in partnership with many SENCOs from Poole schools



St. Mary's Catholic Primary School



Appendix 4 –St Mary's Catholic Primary School Individual Provision and Targets

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer (highlight) Year: 20...
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Area of Need (highlight) To be accompanied by relevant provision maps	Targets set by (Class T/ Educational Psychologist / SALT etc)	Individual targets	Additional support to meet targets (not on provision map) (can be left blank)	Review Date:	
				Progress towards targets...	Next steps...
Cognition and Learning Social, Mental and Emotional Health Sensory & Medical					
Communication and Interaction					

I have discussed and understand this plan	Reviewed by:
Parent/Carer:	Parent/Carer:
Teacher (s):	Teacher (s):
Child:	Child:



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map - Social, Emotional and Mental Health

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20...
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Wave 2 : Additional Targeted Intervention (Group support)	Wave 3: Intensive, individualised Intervention (1:1 personalised support)
*Additional time given to complete key tasks	*Use of individual resources e.g. fiddle toys, carpet tiles, privacy screens etc
*Transition support	*Use of peer group 'buddies'
*Organisation prompts e.g. equipment lists etc	*Visual prompts including individual visual timetables
*Social skills group	*Individual reward systems
*Home-school communication books/arrangements	*Pastoral Care Worker (PCW) support
*Circle of friends	*Emotional Literacy Support Assistant (ELSA) support
*Lunchtime coaching clubs (Peer Mediation/Play Leaders)	*1:1 Teaching Assistant support in class
*Self-esteem groups	*Social stories
*Managing anxiety group	*1:1 playtime support
	*Individual behaviour plan
	*Individual contracts of expectation
	*Team Around the Child (TAC) multi-agency meetings to plan and review support packages.
	*Recommendations from Educational Psychology
	*Recommendations from Longspee/Montacute Outreach Service
	*Re-integration support
	*Work with Mosaic/Young Carers/School Nurse/Play Therapist

Provision for parents	
Wave 2 : Additional targeted support	Wave 3: Intensive, individualised support
*Discussion with Special Educational Needs Co-ordinator	*Support from Mosaic/Young Carers/School Nurse
* Parents coffee mornings	*Individual parenting support
	*Police Community Support Officers involvement
Support necessary from home:	
Play - Opportunities to play with children of a similar age.	
Behaviour support - A clear system of rewards and sanctions to support appropriate behaviour.	
Talk time - Time with a significant adult to talk about interests and share worries.	
Positive support – Ensuring children know they are loved and that people value them as an individual.	



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map - Social, Emotional and Mental Health

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20...
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Provision for children
Wave 1 : Inclusive quality first teaching for all (Whole class support)
*Christian ethos and school values
*Structured school and class routines
*TA support within class
*Circle Time
*Weekly assemblies and liturgies around planned themes
*Behaviour policy - rewards and sanctions
*Jigsaw (PSHCE) lessons
*Home-school agreements
*'Listening Ear' in every classroom
* Pastoral Care referral service
*Structured playtime activities
*Class charters
*Playtime supervision
*Chapel for reflection
*Displays for children – information and signposting
*Annual E-safety sessions
*Rights Respecting Schools agenda

Provision for parents
Wave 1 : Support available for all
*Pastoral Care Worker (PCW) support
*Breakfast Club
*Family Outreach Support
*Teacher discussion at parents evenings



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map – Cognition and Learning

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20...
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Wave 2 : Additional Targeted Intervention (Group support)	Wave 3: Intensive, individualised Intervention (1:1 personalised support)
*Alternative methods of recording e.g. using Information Communication Technology	*Use of specific resources e.g. Numicon
*Additional practical activities to help understand concepts - Use of additional equipment e.g. number lines	*Individual reward systems
*Use of word mats, dictionaries and other relevant reference books	*Recommendations from Winchelsea/Montacute Outreach
*Pictorial prompts for key information	*Individual work stations
*Use of writing frames	*Team Around the Child (TAC Meetings) multi-agency meetings to plan and review support packages.
*Additional time given to complete key tasks.	*1:1 Teaching Assistant support
*Organisation prompts e.g. equipment lists etc	*Fischer Family Trust multisensory Literacy Intervention/Hi Five
* Pre-teaching of vocabulary and/or concepts	*Recommendations from Educational Psychology
**Early Literacy Support (ELS)	*Precision teaching (structured 1:1 targeted input)
**Additional reading with staff/volunteers	*Minute-a-day intervention
	*Auditory/visual memory training

Provision for parents	
Wave 2 : Additional targeted support	Wave 3: Intensive, individualised support
*Discussion with Special Educational Needs Co-ordinator	*Suggested activities for completion at home from teacher/ Special Educational Needs Co-ordinator
Support necessary from home:	
Access to a quiet space and support where necessary to complete homework	
Regular time spent reading together – At least 3 times per week.	
Opportunities where possible to apply learning in a real context e.g. writing letters, adding coins etc	



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map – Cognition and Learning

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20...
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Provision for children
Wave 1 : Inclusive quality first teaching for all (Whole class support)
*Activities planned to cater for different learning styles as appropriate e.g. hands-on, visual etc.
*Teacher modelling and shared examples.
*TA support within class for core subjects.
*Success criteria displayed to prompt learning.
*'Guided group' differentiated teaching.
*Individual targets.
*'Working walls' displays to support current learning.
*Regular feedback on work with next steps

Provision for parents
Wave 1 : Support available for all
*Homework set to support learning
*Teacher discussion at parents evenings
*Phonics workshops and focussed parent sessions



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map – Sensory and Physical

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20...
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Wave 2 : Additional Targeted Intervention (Group support)	Wave 3: Intensive, individualised Intervention (1:1 personalised support)
*Motor skills/handwriting support	*Use of individual resources e.g. fiddle toys, carpet tiles, privacy screens, ear defenders, move and sit cushions etc
*Social skills group	
*Busy Bees	*Use of individual work stations/withdrawal spaces
	*Occupational therapy recommendations
	*Physiotherapy recommendations/exercises
	*Access to sensory boxes for calming/alerting
	*1:1 playtime support
	*Team Around the Child (TAC) meetings multi-agency meetings to plan and review support packages.
	*Recommendations from Educational Psychology
	*Recommendations from Montacute Outreach Service
	*1:1 Teaching Assistant support
	*Care plan in place
	*Assessment and advice from vision/hearing support services.

Wave 2 : Additional targeted support	Wave 3: Intensive, individualised support
*Discussion with Special Educational Needs Co-ordinator	*Advice from occupational therapy.
	*Input from disability nursing team
Support necessary from home:	
Give opportunities to spend time in a variety of environments e.g. house, park, café, library, shops etc.	
Ensure medical attention is sought promptly, if necessary, in order to maintain good attendance.	
Keep school informed of medical conditions and current treatment.	



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map – Sensory and Physical

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20....
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Provision for children
Wave 1 : Inclusive quality first teaching for all (Whole class support)
*Use of a range of teaching and learning techniques.
*Opportunities to learn outdoors.
*Trained first aiders on site at all times.
*Access to quiet reflection areas.
*Science teaching about parts of the body, self-care etc.
*Noise level determined by teacher according to task
*Yellow markings to ensure fences etc are clear
*Flexible seating arrangements in class
*Regular, planned Physical Education (PE) lessons

Provision for parents
Wave 1 : Support available for all
*Teacher discussion at parents evenings
*Advice from school nurse.



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map – Communication and Interaction

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 20....
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Wave 2 : Additional Targeted Intervention (Group support)	Wave 3: Intensive, individualised Intervention (1:1 personalised support)
*Use of recordable devices e.g Talking postcards/ talking tins	*Visual prompts including feeling/needs fans
*Circle of friends	*Time out cards (used to indicate the need for a short time out of the classroom).
*Alternative methods of sharing ideas e.g. Use of whiteboards	*Use of peer group 'buddies'
*Home-school communication books/arrangements	*Recommendations from Montacute/Winchelsea Outreach Service
*Pre-teaching of vocabulary	*Speech And Language Therapy programme delivery
*Social skills group	*1:1 playtime support
*Busy Bees	*Team Around the Child (TAC) meetings multi-agency meetings to plan and review support packages.
	*1:1 Teaching Assistant support
	*Recommendations from Educational Psychology
	*Pastoral Care Worker (PCW) support
	*Personalised dictionary used to build vocabulary.
	*Emotional Literacy Support Assistant (ELSA) support

Wave 2 : Additional targeted support	Wave 3: Intensive, individualised support
*Discussion with Special Educational Needs Co-ordinator	*Speech And Language Therapy programmes
Support necessary from home:	
Play - Opportunities to play with children of a similar age.	
Talk time - Regular time in a quiet space to talk and listen through conversation.	



St. Mary's Catholic Primary School



St Mary's Catholic Primary School Provision Map – Communication and Interaction

Name:	Year Group:	Class:	Date of Completion: Autumn/Spring/Summer 2014
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Provision for children
Wave 1 : Inclusive quality first teaching for all (Whole class support)
*Teaching Assistant support in class
*Thinking time given after questions
*Use of talking partners.
*JIGSAW (PSHCE) lessons
*Circle time
*Supervision during playtimes
*Teaching of Information Communication Technology (ICT) to enable alternative communication
*Visual supports during class inputs e.g. story maps
*Teacher modelling

Provision for parents
Wave 1 : Support available for all
*Teacher discussion at parents evenings
*Pastoral Care Worker (PCW) support