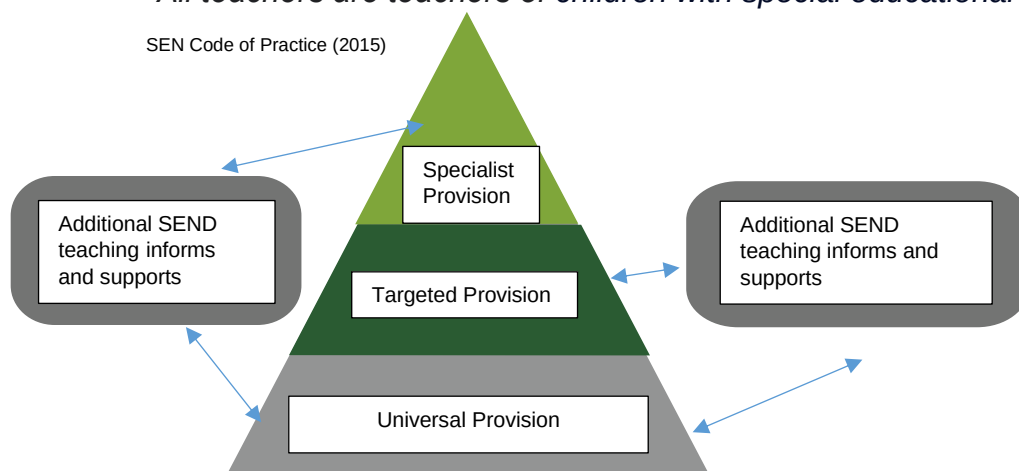


Inclusion (SEND) Provision

non-negotiables for the lowest 20% attainers

"All teachers are teachers of children with special educational needs"

SEN Code of Practice (2015)



All provision is interwoven and not stand alone, school strategies will dip in and out of each type of provision to meet the individual needs of children.

Additional SEND teaching informs and supports	Universal Provision	Targeted Provision	Specialist Provision	Additional SEND teaching informs and supports
	ordinarily available	overlearning	additional needs	
	Ongoing formative and summative assessment			
	High Quality Inclusive Teaching: • Clarity of learning intentions • Explicit instruction • Scaffolding – adult interaction / resources • Cognitive and metacognitive strategies - chunking	SEN Support = SEN Register (case by case decision) Provision maps	SEN Support = SEN Register Provision maps EHCP = SEN Register Discovery Room	
	• Adapted small group provision to plug gaps in learning • Daily Target Reader • LSA deployment • Pre-Writing skills • Write from the Start – Handwriting • Fine Motor Skills • Doh Gym • Core Stability - Solent Therapy Pack • Toileting support • Visual prompts • WAGOLL • Social Stories • Daily Cued Articulation • Coloured overlays/writing paper	Short term Interventions across the school: • SALT • Paired reading • Precision Teaching - Phonics • Precision Teaching - Maths • Wave 3 – 5 minute box Literacy • Wave 3 – 5 minute box Maths • Language Link • Identiplay • Lego Therapy • ELSA • TALA • Nurture • Thrive • Individual visual timetable • Individual workstation • Individual emotions board	• Occupational Therapy • Vision impaired • Hearing impaired • 1:1 counselling e.g. bereavement, sexual abuse <	

	- Adapted teaching approaches for individuals – I do / We do / You do strategy - Now / Next board - Widgit - Talking Tins - Class Colour Monster displays	- Individual praise ladder - IT support - Clicker		
--	---	--	--	--

SEND Code of Practice - Graduated Approach



Stage	Evidence
Assess	Language Link EYFS Baseline/End of Year Profile Y1 Phonics Screening Progress in Reading Assessment (PIRA) Ongoing formative and summative assessment THRIVE Handwriting Pre-Assessment Specialist assessments to ascertain barriers to learning e.g. Speech & Language sounds
Plan	Provision maps Termly Pupil Progress Meetings (PPM) Staff meetings – work moderation Meetings with and recommendations from external professional reports PM objectives Weekly PPA Daily / Weekly teacher & LSA liaison CPD LSA meetings SENCO Surgeries Strategic deployment of LSAs Transition meetings
Do	Daily adaptive teaching across all curriculum subjects Specific targeted provision interventions High Quality Inclusive Teaching by either a teacher and specialist LSA or catch-up teacher
Review	Annual EHCP reviews Termly PPM Weekly PPA Worksampling Lesson Observations Learning Walks Provision map review SENCO Surgeries Ongoing problem solving to address barriers to learning – SEND team meetings PM reviews LSA meetings Parent Consultations Adaptations to learning environment – e.g. seating plans, layout of tables, use of resources