South Borough Primary School
Whole School Provision Overview

The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

UNIVERSAL OFFER	SEND SUPPORT
Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice. Broadly speaking much of this section will be an integral part of the school's provision for all children. It outlines some of the practices and adaptations that are part and parcel of Quality First Teaching (QFT). The provision and strategies outlined in this section may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the school.(Mainstream Core Standards referenced):	If your child requires support in addition to the Universal Offer they may receive aspects of the provision listed below:
Communication and Interaction	
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language - Instructions broken down into manageable steps - Increased visual aids / modelling - Visual timetables - Encourage 'thinking time'. - Use of symbols e.g. Communicate in Print - Multi sensory approaches to teaching - Key vocabulary is displayed and regularly referred to - Classrooms are ordered and calm - removal of visual clutter - Use the learner's name to gain their attention before giving instructions. - Check back that any verbal input has been understood.	- Speech and Language support; speech therapist and/or TA delivering speech therapist devised support programme "Now (you are doing this) and Next (you are going to be doing that)" boards. - Provide checklists and task boards. - Input from Specialist Teaching Service - Opportunities for learners to feed back or answer questions 'privately'. - Provide alternative methods for communication of ideas – visual aids, whiteboards, signals or symbols, communication boards - Visuals to support instructions and concepts - Adults model back corrected errors in speech - Pre teaching of vocabulary - Over teaching of concepts. - Language Link Intervention - NELI intervention - Social Stories - Intensive interaction

	• Social Communication Intervention/ groups • Talk About • Social rules displayed visually and referred to explicitly. • Circle of Friends approach. • Extra time provided to process what has been said. • Use of tabletop screens to reduce distractions. • Teach approach
Cognition and Learning	
• High expectations of children and appropriate challenges for all. • Clear learning objectives and differentiated outcomes, clear instructions. • Differentiated curriculum planning, activities, delivery, questioning and outcomes. • There is a calm and purposeful climate for learning where pupils feel they belong and that their contributions are valued. • The pace and order of activities is varied to maintain interest and attention of all pupils. • Modelling is used to aid understanding. • Clear feedback and next steps in their learning – children involved in the process and given time to respond. • Behaviour for Learning is at the heart of lessons/school ethos • Working walls to support key learning points • Time to talk things through with a Talk Partner before feeding back to class. • Access to ICT to help reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective. • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals. • Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place.	• 1:1 and /or small groups SPLD support programmes • Phonics Intervention • Writing intervention • Number and maths Interventions • In class support from TA • Additional individual reading • Better Reading Partners • Computer programmes: Clicker • Interventions and activities to develop skills for improving memory • Precision teaching on a 1:1 basis • Provide alternative methods of recording e.g. laptop and or speech-to-text software. • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Visual cues and prompts to aid organisation and develop independence • Provide 'check-in' support. • Opportunities for repetition and overlearning.

● Learning presented in small chunks. Intervention given to overcome misconceptions. ● Learners are given time to process information before being asked to respond. ● Grouping/seating arrangements and additional support are used to promote independent learning as far as possible. ● Lexia support in KS2. ● A range of manipulatives and learning aids easily are accessible ● Visual timetables - Structured routines ● TA in class support ● Use of symbols/ visuals to reinforce concepts ● Word/phonics banks personalised to the needs of a child.	
Social, Emotional and Mental Health	
● Whole school positive behaviour policy ● Whole school reward systems ● Focused assemblies ● Language used in the classroom demonstrates unconditional positive regard for learners ● Restorative Approaches and Peer Mediation ● There is a calm and purposeful climate for learning where pupils feel they belong and that their contributions are valued. ● Positive reinforcement of expectations	● Social Skills Intervention - E.e. Lego Therapy, Positive reflection. ● Individual reward system Home – school ● Emotional regulation support tools e.g. The Incredible 5 Point Scale Emotional Support Interventions e.g. Zones of regulation ● Mindfulness ● Social Stories ● Social rules displayed visually and referred to explicitly. ● Pupils/learners can identify an agreed safe space. ● Pupils are provided with a named adult/s or key worker as a stable point of reference when required. ● Transitional planning and support documentation for pupils e.g. social stories/ transition stories ● Routines and changes communicated in advance, where possible. ● Circle of Friends approach. ● Circle Time ● Supported transition into school each day. ● Help/exit cards. ● Considered use of learning breaks to manage demand and sensory stimulation. ● Task Boards personal ● Visual time table. ● Sensory breaks and sensory tail. ● Help/exit cards

	● Safe space
Physical and/ or Sensory	
● Staff aware of implications of physical impairment ● Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys and ear defenders. ● Carefully considered seating positions ● Use of pale background and accessible font styles with good colour contrast on the interactive whiteboards. Use of goodsized clear font on worksheets and the use of off-white paper to improve access. ● Use of positive language to promote self esteem.	● Fine Motor Skills Intervention ● Gross Motor Skills Intervention ● Handwriting Intervention ● Visual Perception Intervention ● Sensory Circuits ● Sensory/ movement breaks ● Access to the Sensory Trail ● A quiet and calm space or place is available within the classroom or an identified area of the school for pupils who need this. ● Sensory calm box. . ● Reasonable adjustments to environment to support access ● Beam/Fizzy Programmes ● Physiotherapy / occupational therapy programmes ● Considered use of learning breaks to manage demand and sensory stimulation.