



Dimension of Need: Cognition and Learning			
<u>Universal (Wave 1) Support</u> Quality First Inclusive Teaching for all.	<u>School SEND (Wave 2) Support (SSS)</u> Tailored school support (One Page Profile & SEND Support Arrangements)	<u>Specialist SEND (Wave 2) Support (SpSS)</u> Tailored school support with input from specialist services	<u>Statutory Assessment/EHCP (Wave 3)</u> Long-term, specific targeted support where additional needs cannot be met by Wave 1 or Wave 2 provision.
<ul style="list-style-type: none"> • Qualified class teacher • Special Educational Needs and Disabilities Coordinator (SENDCo) • Differentiated curriculum & homework • Enquiry based learning • Weekly spellings, times tables and mental maths • Developmental marking • Visual timetable • Writing frames. • Written and spoken instructions differentiated to suit learning styles • Balance of visual, kinaesthetic and auditory teaching. • Flexible ways of recording work • Individual, paired and group work • Trained Teaching Assistants • Use of I.C.T across the curriculum • Relevant classroom displays • Access to labelled resources • Foundation, KS1 and KS2 libraries • Reading scheme / reading records • Sports equipment • Designated music, cooking, art rooms and studio • Rewards – House Points, Head Teacher Awards, Achievement Certificates • Enrichment classes (KS2) • Off-site educational visits • Residential trips (Years 4-6) 	<p>Universal support plus:</p> <p>Targeted interventions (under direction of SENDCo):</p> <ul style="list-style-type: none"> • Daily 1:1 reading (Pink readers) • Sound mats (phonics) • Key vocabulary • ‘Nessy Reading and Spelling’ • ‘Nessy Numbers’ • Precision teaching (maths, reading and spelling) • ‘Write from the start’ (Structured handwriting intervention) • ‘Memory Fix’ (developing auditory, visual and phonetic memory) • ‘Five minute box’ (English and maths) • Teaching Assistants to support differentiated learning. 	<p>Universal support and School SEND support plus:</p> <p>Involvement from specialist agencies/professionals:</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist Teachers for Behaviour Support • Specialist Teachers for Language and Learning • Occupational Therapists • Physical and Sensory Support • Surrey Virtual School (Looked after and previously looked after children) • Linden Bridge Outreach Service (Autistic Spectrum Disorder) 	<ul style="list-style-type: none"> • Targeted support delivered via an Education Health and Care Plan (EHCP) • Access to adult support for individual, paired or group work • Specialist modified equipment to enable curriculum access (where required)



St. Paul's Catholic Primary School

Provision (Waves 1, 2 and 3) 2019 - 2020

Dimension of Need: Communication and Interaction			
<i>Universal (Wave 1) Support</i> <i>Quality First Inclusive Teaching for all.</i>	<i>School SEND (Wave 2) Support</i> <i>Tailored school support (One Page Profile & SEND Support Arrangements)</i>	<i>Specialist SEND (Wave 2) Support</i> <i>Tailored school support with input from specialist services</i>	<i>Statutory Assessment/EHCP (Wave 3)</i> <i>Long-term, specific targeted support where additional needs cannot be met by Wave 1 or Wave 2 provision.</i>
<ul style="list-style-type: none"> • Special Educational Needs and Disabilities Coordinator (SENDCo) • Clear instructions • Teacher/pupil modelling in maths • Learning objectives shared with children • Gestures used to support spoken word • Differentiated language as required • Visual prompts, aids and resources • Visual timetables. • Talk partners • Key vocabulary displays • Working Walls • Reading records • Circle time. • Show & Tell (Foundation and KS1). • Differentiated instructions • Structured routines • School Council to promote pupil voice • Guided Meditation • Parentmail • Differentiated guided reading groups • Class assemblies • Residential trips (KS2) • Educational visits • Partners (Years R and 5) 	<p>Universal support plus:</p> <p>Targeted interventions (under direction of SENDCo):</p> <ul style="list-style-type: none"> • Social communication groups • Lego Therapy • Access to the services of one of the school's Emotional Literacy Support Assistants (ELSA) • 1:1 or group sessions on managing emotions (Volcano in my Tummy) • Transition to secondary school support • Access to a 'safe space' • Home-School Link Worker support 	<p>Universal support and School SEND support plus:</p> <p>Involvement from specialist agencies/professionals:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Educational Psychologist • Specialist Teachers for Behaviour Support • Specialist Teachers for Language and Learning • Occupational Therapists • Surrey Virtual School (Looked after and previously looked after children) • Linden Bridge Outreach Service (ASD) • Physical and Sensory Support 	<ul style="list-style-type: none"> • Targeted support delivered via an Education Health and Care Plan (EHCP) • Access to adult support for individual, paired or group work • Specialist modified equipment to enable curriculum access (where required)



St. Paul's Catholic Primary School

Provision (Waves 1, 2 and 3) 2019 - 2020

Dimension of Need: Sensory and Physical <i>including Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)</i>			
<u>Universal (Wave 1) Support</u> Quality First Inclusive Teaching for all.	<u>School SEND (Wave 2) Support</u> Tailored school support (One Page Profile & SEND Support Arrangements)	<u>Specialist SEND (Wave 2) Support</u> Tailored school support with input from specialist services	<u>Statutory Assessment/EHCP (Wave 3)</u> Long-term, specific targeted support where additional needs cannot be met by Wave 1 or Wave 2 provision.
<ul style="list-style-type: none"> Special Educational Needs and Disabilities Coordinator (SENDCo) Access to ICT equipment Portable 'Soundfield' system Movement breaks Swimming lessons Bikeability Access to physical resources to support learning Blinds in all classrooms Individual whiteboards & pens Class visual timetables Display boards, Working walls and word banks 	<p>Universal support plus:</p> <p>Targeted interventions (under direction of SENDCo):</p> <ul style="list-style-type: none"> School-led Occupational Therapy (OT) package Speech and Language therapy (delivered in school under guidance of Speech and Language Therapist) Pre-teaching of core subjects Fiddle toys Writing slopes Left-handed writing guides Pencil grips Wobble cushions Coloured reading overlays Individual visual timetables Specialist scissors 	<p>Universal support and School SEND support plus:</p> <p>Involvement from specialist agencies/professionals:</p> <ul style="list-style-type: none"> Associated Teacher for Hearing Impairment (ATHI) Associated Teacher for Visual Impairment (ATVI) Occupational Therapists Physiotherapists Speech and Language Therapists Physical and Sensory Support Specialist Teachers for Language and Learning Educational Psychologists 	<ul style="list-style-type: none"> Targeted support delivered via an Education Health and Care Plan (EHCP) Access to adult support for individual, paired or group work Specialist modified equipment to enable curriculum access (where required)



St. Paul's Catholic Primary School

Provision (Waves 1, 2 and 3) 2019 - 2020

Dimension of Need: Social, Emotional and Mental health			
<u><i>Universal (Wave 1) Support</i></u>	<u><i>School SEND (Wave 2) Support</i></u>	<u><i>Specialist SEND (Wave 2) Support</i></u>	<u><i>Statutory Assessment/EHCP (Wave 3)</i></u>
<i>Quality First Inclusive Teaching for all.</i>	<i>Tailored school support (One Page Profile & SEND Support Arrangements)</i>	<i>Tailored school support with input from specialist services</i>	<i>Long-term, specific targeted support where additional needs cannot be met by Wave 1 or Wave 2 provision.</i>
<ul style="list-style-type: none"> • Behaviour Policy. • Praise and rewards systems including: Friday Fifteen, Achievement Certificates, Head Teacher Awards and House Points. • Visual class timetables. • Catholic values embedded in curriculum. • Playtime resources and equipment including trim trail, traversing wall and outdoor gym • Multi-sensory teaching. • Circle and reflection times. • Education for Personal Relationships lessons (E.P.R). • Teaching Assistant support. • School staff training, e.g. Positive touch. Rainbows Groups (Bereavement support) • Personal trays and pegs and lockers • E-safety lessons • ELSA drop-in sessions • Pupil Attitude to Self and School Survey (PASS) • Special Educational Needs and Disabilities Coordinator (SENDCo) 	<p><i>Universal support plus:</i></p> <p><i>Targeted interventions (under direction of SENDCo):</i></p> <ul style="list-style-type: none"> • 1:1 ELSA sessions • Support from Teaching Assistants • Intervention Programs to support the development of social skills, emotional resilience and increase in self-esteem. • Social Stories. • Behaviour Log. • Home-school communication diary • Access to a 'safe space' • Modified behaviour contract • Fidget toys • Playtime observation records • 'Fagus' framework for emotional and social development 	<p><i>Universal support and School SEND support plus:</i></p> <p><i>Involvement from specialist agencies/professionals:</i></p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) • School nurse • Educational Psychologist • Specialist Teachers for Behaviour Support • Specialist Teachers for Language and Learning • Home-School Link Worker • Surrey virtual school (Looked after and previously looked after children) 	<ul style="list-style-type: none"> • Targeted support delivered via an Education Health and Care Plan (EHCP) • Access to adult support for individual, paired or group work • Specialist modified equipment to enable curriculum access (where required)



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