

Overview of SEN Provision available

| Year | Transition support for all pupils | Additional transition support for pupils with SEN | Individual transition support for pupils with complex / specific needs. |
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| <p>Pre-admission (include all activities undertaken to prepare pupils prior to entry) This includes children entering Nursery in FSU</p> | <p>Home visit. Preschool visits. Parent and staff presentation (includes other family members). Stay and play days for parents and other family members to stay in the unit and play alongside their child. Preschool staff and teacher meetings. Parent and teacher meetings.</p> | <p>Liaison with new teacher about pupils with SEN. Additional support visits as necessary.</p> | <p>Additional SENCO support as necessary.</p> |
| <p>Year to Year transition and In-year admissions</p> | <p>Teacher to teacher preparation meetings. Visit to new class and teacher for whole day or two part days.</p> | <p>Call to previous school. Pupils given jobs with new teacher.</p> | <p>Additional SENCO support as necessary.</p> |
| <p>Transition from school eg: to Year 7 or to new primary school.</p> | <p>Kings School visit (main local secondary school). Kings School Project week. Pupils visit other secondary school as required.</p> | <p>Early visits to Kings school. Liaison with Kings School SENCO and Feniton SENCO.</p> | <p>Liaison with Kings School SENCO and Feniton SENCO.</p> |
| <p>Planning for the next 2-3 years: Continuing current provision in this area with any extra support needed for any new pupil issues or new pupils to the school. There has been further input as a result of the addition of a Nursery within our Foundation Stage Unit.</p> | | | |

| Year Group Foundation Stage | Cognition and Learning | Social, emotional and behavioural | Communication and Interaction | Sensory and/or Physical |
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| Wave 1 provision (for whole school / class) | <ul style="list-style-type: none"> • High level of TA support across the curriculum • Differentiated tasks according to ability in numeracy and literacy • Phonics • Access to ICT/ laptops • Access to inside and outside play • Differentiated play equipment • Displays current and age related • VAK strategies used • Reading according to ability | <ul style="list-style-type: none"> • PSHE / Thrive sessions address social, emotional or behavioural issues. • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children | <ul style="list-style-type: none"> • Interactive and/or visual timetable • Staff model appropriate language and interaction with children and adults • Speech and Language Link screening • Talk partners • Book talk • Group work • Speaking and listening sessions • House sporting activities • Role-play area • Daily snack time • Newsletters • Texting • Website | <ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Sand and water tray play • Recording microphones • Free independent learning • Active toys- bikes etc. • Construction toys • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc. |
| Wave 2 provision (for groups) | <ul style="list-style-type: none"> • Differentiated tasks. • Group support for numeracy and literacy. • Additional adult support as required • Phonics revisited and repeated if necessary with TA • Pre-teaching | <ul style="list-style-type: none"> • THRIVE • Circle time • School ethos • Behaviour charts with stickers for progress | <ul style="list-style-type: none"> • Speech and language support groups using information from Speech and Language Link materials | <ul style="list-style-type: none"> • As above plus any additional resources necessary |
| Wave 3 provision (for individuals) | <ul style="list-style-type: none"> • Area of weakness given extra curriculum time with TA • Extra individual phonics/ reading if necessary • Pre-teaching | <ul style="list-style-type: none"> • Thrive assessment and 1:1 program • Circle time • School ethos • Individual programme of activities to boost self-esteem and/ or improve behaviour (Thrive) | <ul style="list-style-type: none"> • Professional intervention if needed • Speech therapy activities if necessary | <ul style="list-style-type: none"> • As above plus additional resources for specific and or severe needs |

| Year Group 1 | Cognition and Learning | Social, emotional and behavioural | Communication and Interaction | Sensory and/or Physical |
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| Wave 1 provision (for whole school / class) | <ul style="list-style-type: none"> • Differentiated tasks according to ability in numeracy and literacy • High level of TA support across the curriculum • Differentiated tasks according to ability in numeracy and literacy • Access to ICT/ laptops • Phonics • Reading level according to ability. • Differentiated play equipment • Displays current and age related • VAK strategies used • Early reading Intervention Programme | <ul style="list-style-type: none"> • PSHE / Thrive sessions address social, emotional or behavioural issues. • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children | <ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Opportunities for role-play • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Reading diaries • Termly curriculum targets • Termly targets • Newsletters • Texting • Website | <ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Fine motor skills developed through manipulative play • Sand and water tray play • Recording microphones • Active toys- bikes etc. • Construction toys • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc. |
| Wave 2 provision (for groups) | <ul style="list-style-type: none"> • Differentiated tasks • Group support for numeracy and literacy • Phonics revisited and repeated if necessary with TA • Extra reading practice with volunteer/ TA | <ul style="list-style-type: none"> • Small group (4-5) PSHE/THRIVE sessions to address any social, emotional or behavioural issues. | <ul style="list-style-type: none"> • Speech and language support groups using information from Speech and Language Link materials | <ul style="list-style-type: none"> • As above plus any additional resources to support needs |
| Wave 3 provision (for individuals) | <ul style="list-style-type: none"> • Extra work sent home if this is suitable and agreed by parents • Area of weakness given extra curriculum time with TA • Extra individual phonics if necessary • Pre-teach or reinforce previous learning | <ul style="list-style-type: none"> • Regular meetings with parents • Individual programme of activities to boost self-esteem and/ or improve behaviour • Programme in place for behaviour management • Professional involvement | <ul style="list-style-type: none"> • Professional intervention if needed • Speech therapy activities if necessary • TA support when moving between activities | <ul style="list-style-type: none"> • As above plus additional resources for specific and or severe needs • Professional involvement/ advice if necessary |

| Year Group 2 | Cognition and Learning | Social, emotional and behavioural | Communication and Interaction | Sensory and/or Physical |
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| Wave 1 provision (for whole school / class) | <ul style="list-style-type: none"> • High level of TA support across the curriculum • Differentiated tasks according to ability in numeracy and literacy • Access to ICT/ laptops • Phonics • Reading level according to ability • Differentiated play equipment • Displays current and age related • VAK strategies use | <ul style="list-style-type: none"> • PSHE / Thrive sessions address social, emotional or behavioural issues. • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children | <ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Reading diaries • Termly curriculum targets • Termly targets • Newsletters • Texting • Website | <ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Fine motor skills developed through manipulative play • Sand and water tray play • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc. |
| Wave 2 provision (for groups) | <ul style="list-style-type: none"> • Differentiated tasks • Group support for numeracy and literacy • Phonics revisited and repeated if necessary with TA | <ul style="list-style-type: none"> • Small group (4-5) PSHE/THRIVE sessions to address any social, emotional or behavioural issues. TA 2x 15 min sessions per week • (Year 2's with 1 year 1) | <ul style="list-style-type: none"> • Speech and language support groups using information from Speech and Language Link materials | <ul style="list-style-type: none"> • As above plus any additional resources to support needs |
| Wave 3 provision (for individuals) | <ul style="list-style-type: none"> • Differentiated numeracy and literacy tasks • Area of weakness given extra curriculum time with TA • Extra individual phonics if necessary • Extra 1:1 reading with Teacher, TA or volunteer | <ul style="list-style-type: none"> • Regular meeting with parents • THRIVE Programme in place for behaviour and emotional management. • Circle time • School ethos • Individual programme of activities to boost self-esteem and/ or improve behaviour • Professional involvement. • Time to talk (1) | <ul style="list-style-type: none"> • Professional intervention if needed • Speech therapy activities if necessary • Allow extra time for verbalising (1) | <ul style="list-style-type: none"> • As above plus additional resources for specific and or severe needs • Professional involvement if necessary • Organise work space to take account of individual's needs • 1:1 fine motor skill work/ letter formation/ handwriting practice • 1:1 TA for phonics • TA scribes/records for some areas of the curriculum |

| Year Group 3/ 4 | Cognition and Learning | Social, emotional and behavioural | Communication and Interaction | Sensory and/or Physical |
|---|---|---|---|---|
| Wave 1 provision (for whole school / class) | <ul style="list-style-type: none"> • TA and volunteer support • Differentiated tasks according to ability in numeracy and literacy • Access to ICT/ laptops • Phonics • Reading level according to ability • Numeracy and Literacy working walls • Displays work and age related • Have a go spelling sheets • Word mats • Long Vowel spelling mats • VAK strategies used • Marking shows clear idea of progress and next steps | <ul style="list-style-type: none"> • PSHE / Thrive sessions address social, emotional or behavioural issues. • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children | <ul style="list-style-type: none"> • Interactive timetable • Staff model appropriate language and interaction with adults and children • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Reading diaries • Homework • Termly curriculum targets • Termly targets • Newsletters • Texting • Website | <ul style="list-style-type: none"> • Interactive timetable • Story maps • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc. |
| Wave 2 provision (for groups) | <ul style="list-style-type: none"> • Planned adult support to help engage with activities • Differentiated tasks according to ability in numeracy and literacy. • Maths support in group with TA • Targeted group interventions • Literacy support with TA • Extra work on phonics skills | <ul style="list-style-type: none"> • Small group (4-5) PSHE/THRIVE sessions to address any social, emotional or behavioural issues. TA 1x 15 min sessions per week • (1x year 2, 2x year 3, 2x year 4, pupils) | <ul style="list-style-type: none"> • Small group discussion facilitated by TA/ adult | <ul style="list-style-type: none"> • Small group practice for handwriting/ fine motor skills |
| Wave 3 provision (for individuals) | <ul style="list-style-type: none"> • Regular meetings with parents/ carers • Regular review of IEP's • Differentiated numeracy and literacy tasks • Area of weakness given extra curriculum time with TA • Extra individual phonics if necessary • Sound mats • Individual reading with Teacher, TA or volunteer. | <ul style="list-style-type: none"> • Individual behaviour plan with rewards for positive behaviour • Emotional support from all staff and anger management strategies encouraged (1) • TA to help focus during carpet time | <ul style="list-style-type: none"> • Professional intervention if needed • Individual speech therapy activities if necessary | <ul style="list-style-type: none"> • Writing slope and poufy • Seating to maximise hearing(1) • Individual exercise programme • TA support for maths due to seizures causing loss of flow of explanation |

| Year Group 5/6 | Cognition and Learning | Social, emotional and behavioural | Communication and Interaction | Sensory and/or Physical |
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| Wave 1 provision (for whole school / class) | <ul style="list-style-type: none"> • TA and volunteer support • Differentiated tasks according to ability in numeracy and literacy. • Access to ICT/ laptops • Phonics • Reading level according to ability. • Numeracy and Literacy working walls • Displays work and age related • Have a go spelling sheets • Word mats • VAK strategies used • Marking shows clear idea of progress and next steps | <ul style="list-style-type: none"> • PSHE / Thrive sessions address social, emotional or behavioural issues. • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children | <ul style="list-style-type: none"> • Interactive timetable • Staff model appropriate language and interaction with adults and children • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Home/ school book • Reading diaries • Homework • Termly curriculum targets • Termly targets • Newsletters • Texting • Website | <ul style="list-style-type: none"> • Interactive timetable • Story maps • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc. |
| Wave 2 provision (for groups) | <ul style="list-style-type: none"> • Planned adult support to help engage with activities • Differentiated tasks according to ability in numeracy and literacy • Maths support in group with TA • Literacy support with TA. • Extra work on phonics skills • Targeted group interventions • Springboard | <ul style="list-style-type: none"> • Small group (4-5) PSHE/THRIVE sessions to address any social, emotional or behavioural issues. | <ul style="list-style-type: none"> • Small group discussion facilitated by TA/ adult | <ul style="list-style-type: none"> • Small group practice for handwriting/ fine motor skills |
| Wave 3 provision (for individuals) | <ul style="list-style-type: none"> • Regular meetings with parents/ carers • Regular review of IEP's • Differentiated numeracy and literacy tasks • Area of weakness given extra curriculum time with TA • Times tables practice. • Individual reading with Teacher, TA or volunteer. | <ul style="list-style-type: none"> • Individual behaviour plan with rewards for positive behaviour • Thrive program 1:1 | <ul style="list-style-type: none"> • Professional intervention if needed • Individual speech therapy activities if necessary • S&L support across the curriculum(1) | <ul style="list-style-type: none"> • TA to repeat instructions |