



# WHOLE SCHOOL OFFER: 2023-2024

Academic Year 2023/2024

## SEND PROVISION

What are the areas of need?

Special Educational Needs and Disabilities (SEND) is divided into four areas of need:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social and Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S&P)

Children with SEND will have a primary need i.e the most prominent area of need, but may also have additional needs in another area(s).

Over view of our provision

The triangle diagram demonstrates our SEND Provision



- **Universal**- quality first teaching is vital in order to create an inclusive learning environment, which supports and challenges our children in all subjects.
- **Targeted**- specific, extra, time-limited support in school for children with additional needs. This can be small group of individuals, offering more personalised approaches.
- **Specialist**- services offered by external professionals such as occupational therapists, speech and language therapists or health professionals on or off school site.

## QUALITY FIRST TEACHING

What is quality first teaching?

Quality first teaching is paramount in creating an inclusive learning environment for all children.

## What does quality first teaching look like at Capel-le-Ferne Primary?

- Quality first teaching with differentiation: appropriate scaffolding and challenge including tools and resources to support independence.
- Highly focused lessons
- High demands of children's involvement and engagement
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining demonstrating sensitivity and understanding of all pupils
- An emphasis on dialogue, with regular opportunities for children to talk both individually and in groups
- An expectation that children will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic specific praise to engage and motivate children

## SEND PROVISION MAP

Area of Need	Universal	Targeted	Specialist
Cognition and Learning	<p>Quality first teaching with differentiation: appropriate scaffolding and challenge</p> <p>Access to assessments for identification of significant needs</p> <p>Dedicated and caring staff who value all children</p> <p>Access to screening for identification of significant needs (e.g. Dyslexia screening)</p> <p>SLT observations and quality assurance of teaching and learning</p> <p>Sharing good practice and modelling through a Team teaching approach</p> <p>Whole school training on specific learning difficulties (e.g. dyslexia)</p> <p>Appropriate training opportunities identified according to need</p>	<p>Small group booster interventions in Writing, Maths, Reading and Phonics</p> <p>Bespoke programmes phonics and reading programmes (including 1:1 daily reading readers, guided reading, phonics catch up)</p> <p>Personalised curriculum, planned by the teacher</p> <p>Personalised provision maps for all children on the SEN register and personalised plans for children with higher levels of need e.g. HNF and EHCP'S</p> <p>SENCO/ SLT observations and quality assurance of interventions</p> <p>Termly (x3) Pupil Progress Meetings to review provision and impact to inform practice</p> <p>At least two meetings a year with parents/ carers and children to monitor and assess provision and review learning plans</p>	<p>Support from Specialist Teaching and Learning Service Clinic via SENCO</p> <p>Support from referrals to an external agency where appropriate e.g LIFT Specialist Teaching and Learning Service</p> <p>On-going monitoring and regular feedback to parents/carers and children (including the Annual Review where applicable)</p>

	Whole school approach to the teaching of reading, phonics, spelling, timetables fluency and handwriting  Homework to be differentiated.	Support from a Key adult (teacher/ teaching assistant) where applicable	
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Area of Need	Universal	Targeted	Specialist
Communication and interaction	<p>Quality first teaching with differentiation: appropriate scaffolding and challenge</p> <p>Speaking and listening opportunities in lessons</p> <p>Promotion of oracy and vocabulary acquisition</p> <p>Immerse, read and enjoy</p> <p>Pre-teaching vocabulary</p> <p>Access to assessments for identification of significant needs (e.g. Speech and Language Link)</p> <p>Visual timetables in all classrooms</p> <p>Visual cues to support learning and communication (WIDGET)</p> <p>Careful use of seating plans to support effective talk partners (mixed ability pairing)</p>	<p>Assessment and identification of speech and/language needs and feedback to parents/carers (Speech and Language Link)</p> <p>1:1 and/ or small group Language interventions with TA</p> <p>Personalised resources (e.g. now and next boards, WIDGET)</p> <p>Transition support- links with local Nurseries and in depth handovers</p> <p>Personalised provision maps for all children on the SEN register and personalised plans for children with higher levels of need e.g. HNF and EHCP'S</p> <p>SENCO/ SLT observations and quality assurance of interventions</p>	<p>Support from Specialist Teaching and Learning Service Clinic via SENCO</p> <p>Support from SALT via The balanced System speech, language and communication pathway</p> <p>Support from referrals to an external agency where appropriate e.g. LIFT, Specialist Teaching and Learning Service, Speech and Language Therapists (NHS)</p> <p>On-going monitoring and regular feedback to parents/carers and children (including the Annual Review where applicable)</p>

	<p>Dedicated and caring staff who value all children</p> <p>SLT observations and quality assurance of teaching and learning</p> <p>Sharing good practice and modelling through a Team teaching approach</p> <p>Appropriate training opportunities identified according to need</p>	<p>Termly Pupil Progress Meetings to review provision and impact to inform practice</p> <p>At least two meetings a year with parents/ carers and children to monitor and assess provision and review learning plans</p>	
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Area of Need	Universal	Targeted	Specialist
Social Emotional and Mental Health	<p>Quality first teaching with differentiation: appropriate scaffolding and challenge</p> <p>Dedicated and caring staff who value all children</p> <p>Emotional wellbeing tracking and tailored support and feedback to parents/carers (Boxall profile)</p> <p>PSHE &amp; RSE lessons and circle time (including Jigsaw/ worry monsters)</p> <p>Collective worship and assemblies, facilitated by class teachers and/or SLT</p> <p>Full time FLO and part time SENCO</p>	<p>1:1 and/ or small group sessions to develop social skills (LEGO play, socially speaking, Time to talk)</p> <p>Personalised resources (5 point scale, I am ok/not ok bands or cards)</p> <p>Regular emotional check-in's with allocated staff members</p> <p>Nurture/Sensory rooms used for interventions (e.g. Zones of Regulation, colour monster, Nurture group)</p>	<p>Support from Specialist Teaching and Learning Service Clinic via SENCO</p> <p>Counselling or play based therapy through referral via SENCO</p> <p>Support from/ referrals to an external agency where appropriate (e.g. Specialist Teaching and Learning Service, School Health, NELFT, Early Help, Carer's support, INSPIRE project)</p> <p>On-going monitoring and regular feedback to parents/carers and children (including the Annual Review where applicable)</p>

	<p>Trained Mental Health First Aider</p> <p>Agreed Safe spaces available in every classroom</p> <p>Zones of regulation/colour monster resources whole school approach</p> <p>Clear and structured reward and sanction systems</p> <p>Designated Safeguarding Team</p> <p>National Nurturing Schools programme</p> <p>Appropriate training opportunities identified according to need</p> <p>ABSA training level 1 &amp; 2</p>	<p>Support of a key adult to offer individualised support in school where applicable (e.g. emotional check in, zones of regulation)</p> <p>Personalised provision maps for all children on the SEN register and personalised plans for children with higher levels of need e.g. HNF and EHCP'S</p> <p>SENCO/ SLT observations and quality assurance of interventions</p> <p>Termly Pupil Progress Meetings to review provision and impact to inform practice</p> <p>At least two meetings a year with parents/ carers and children to monitor and assess provision and review learning plans</p> <p>Personalised behaviour support plans</p>	
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Area of Need	Universal	Targeted	Specialist
Sensory and/ or Physical	<p>Quality first teaching with differentiation: appropriate scaffolding and challenge</p> <p>Dedicated and caring staff who value all children</p> <p>Trained First Aiders</p>	<p>Sensory Circuit interventions</p> <p>Fizzy and Clever hands</p> <p>Bespoke resources (e.g. writing slopes, coloured overlays, ear defenders, and access to IT resources, pencil grips, wobble cushions etc.)</p>	<p>Support from Specialist Teaching and Learning Service Clinic via SENCO</p> <p>Counselling or play based therapy through referral via SENCO</p> <p>Support from/ referrals to an external agency where appropriate (e.g. Occupational Therapist)</p>



	<p>All areas of school are made accessible and lessons adapted accordingly</p> <p>Access to Sensory resources</p> <p>Access to assessment for identification of significant needs</p> <p>Fully accessible building including accessible toilet</p> <p>SLT observations and quality assurance of teaching and learning</p>	<p>Sensory resources and approaches ( e.g. sensory fidget toys and sensory breaks)</p> <p>Personalised provision maps for all children on the SEN register and personalised plans for children with higher levels of need e.g. HNF and EHCP'S</p> <p>SENCO/ SLT observations and quality assurance of interventions</p> <p>Termly Pupil Progress Meetings to review provision and impact to inform practice</p> <p>At least two meetings a year with parents/ carers and children to monitor and assess provision and review learning plans</p> <p>Support of a key adult to offer individualised support in school where applicable (e.g. moving and handling, paediatric first aid, personal care)</p>	<p>On-going monitoring and regular feedback to parents/carers and children (including the Annual Review where applicable)</p> <p>Staff trained for specific needs (e.g. Anaphylaxis, Diabetes)</p>
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