



St Nicholas Church of England Primary School and Nursery
“Learning, Loving, Living in God’s Family”

ST NICHOLAS PRIMARY SCHOOL’S OFFER: WHOLE SCHOOL PROVISION MAP BY SEND CATEGORY

AREA OF NEED	STAFF EXPERTISE	ALL PUPILS, AS APPROPRIATE RECEIVE	PUPIL CATCH UP & PUPIL PREMIUM PROVISION	PUPILS WITH SEND
<p>Cognition and Learning</p>	<p><i>All teachers and TA’s have an understanding of multisensory synthetic phonic teaching, including the ‘Read Write Inc.’ system.</i></p> <p>Our staff team has access to an Educational Psychologist (EP), SEN Advisory Service, and Speech & Language Therapist (SLT). The Specific Learning Difficulties (SpLD) Base support staff with training and advice with running interventions.</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes.</p> <p><i>Mixed ability groupings to promote engagement – talk partners. However, some key skills, such as phonics, will be taught in ability groupings, across a key stage.</i></p> <p>Use of visual aids, including photos and videos, mnemonics, chants, rhymes and actions.</p> <p><i>Visual timetables.</i></p> <p>Word banks, number grids, spelling and letter formation prompts.</p> <p><i>Writing frames, mind maps, diagrams.</i></p> <p>Practical, hands-on resources for maths.</p> <p><i>Access to laptops, PCs and iPads.</i></p> <p>Targeted small group teaching by the teacher or TA (episodic teaching).</p>	<p>Maths paired and small group work with TAs beyond the daily maths lesson, depending on the child’s needs.</p> <p>Fine motor skills groups e.g. Funky Fingers and Dough Disco in EYFS.</p> <p>Handwriting intervention in KS1.</p> <p>Phonic Booster groups: KS1 and KS2 including Read Write Inc. and Fresh Start with many phonic games to support.</p> <p>Maths Booster classes run after school in Y4 and Y6.</p>	<p>Much SEND intervention is personalised teaching based on the child’s known interests and difficulties – e.g. memory work, reading comprehension, reading accuracy, high frequency word reading and spelling, co-ordination and handwriting exercises, basic skills in maths such as Number bonds and tables recall.</p> <p>Writing slopes and specialised seating/pencil grips for targeted children. Some of this work is in small groups but much of it is in pairs or 1:1. Our SEN Support TA supports children with high needs with interventions aimed at giving them the skills they need to access learning in the classroom. These include: UCAN maths, Reading Revival, Skate Park Spelling, Word Families.</p>

All SEND and Catch Up/Pupil Premium Intervention is reviewed half termly or termly, following data reviews SLT and SenCo



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<p>Communication and Interaction</p>	<p>SEN TA with lengthy experience in implementing Speech and Language Therapy, Nellie language intervention and EAL support. One Teacher and one TA with ELKLAN training for speech and language support in our Nursery class.</p> <p>SenCo is able to refer children to the Speech and Language Therapy Service who are able to come into school to do an initial assessment and then provide detailed plans for therapy sessions. Targets are reviewed regularly by staff who then inform the schools link therapist.</p> <p>All staff have attended ASD Good Practice training by the Autism Trust.</p> <p>All Mid-Day supervisors given ASD and ADHD training by the SenCo.</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes – including chunking and recap of instructions, simplified vocabulary and 1:1 or small group discussions before independent work begins.</p> <p><i>Mixed ability groupings to support understanding and vocabulary development – talk partners.</i></p> <p>Increased use of visual support – objects, pictures and videos to clarify meaning.</p> <p><i>Visual timetables</i></p> <p>Topic related word banks and a whole school approach to vocabulary development.</p> <p><i>Mind mapping</i></p> <p>Consideration of thinking time and rephrasing of questions or comments.</p> <p>Modelling back extended phrases.</p>	<p>In class support from teacher or TA to assist listening, memory, word finding, comprehension and expression difficulties. This may be directed at children who have English as an Additional Language (EAL) as well as those whose language is slightly delayed.</p> <p>Nellie or WellComm language intervention run by our SEN TA supports children with language/ understanding difficulties in the Early Years.</p> <p>Task organisers to promote independence and word maps to support understanding.</p> <p>EAL vocabulary development work in small groups with TA.</p>	<p>Class TA’s or SEN Support TA delivers Individual, paired or group work on language plans and programmes prepared by Speech and Language Therapists.</p> <p>SEN TA delivers ‘Talk About’ Social Skills intervention / Lego Therapy for children with Social Communication difficulties.</p> <p>Lunch Club – offers a quiet space at lunch times where children can develop their social and communication skills with adult support.</p>

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<p>Social, Emotional and Mental Health</p>	<p>Miss Onur is our Mental Health Lead and Mrs Cripps is our Mental Health Lead Deputy. Both have had Mental Health Lead Level 2 and Mental Health First Aid training. Mrs Cripps has had a wide variety of training including play therapy, bereavement and suicide prevention.</p> <p>Our school’s Education Mental Health Practitioner is called Tara and is able to offer support to children and parents/ carers. All teachers and TAs have had Mental Health Level 1 training delivered by the SenCo as well as Wellbeing and Coping Strategies training delivered by Mind.</p> <p>Our school has had access to Safe Space and Nessie play and art therapists.</p> <p>We support parents with accessing STEP 2 and CAMHS (Child and Adolescent Mental Health Services), the School Nurse and our schools link Educational Psychologist.</p> <p><i>Our school can access support from local Behaviour Outreach Programmes.</i></p>	<p>Whole school behaviour policy and whole school rewards system are in place.</p> <p>Our School follows the STEPS approach to behaviour and sees all behaviour as a form of communication.</p> <p>A positive approach to behaviour means that staff work to identify triggers and try a wide variety of strategies to lower the children’s levels of anxiety.</p> <p>The Zones of Regulation Curriculum is used across the school to help children to identify their emotions and explore a range of strategies to manage them.</p> <p><i>Feeling Good Week – Held yearly to highlight how to cope with difficult emotions/ how to develop a growth mindset.</i></p> <p><i>Workshops for children and parents on Well-being and mental health.</i></p> <p>A recently revised curriculum has been introduced for Personal, Health and Social Education and Citizenship using the One Decision Programme. PHSCE and British Values are embedded throughout the curriculum.</p> <p><i>Achievements assembly pupil of the week for one child in each class –the names of the children each week are published in the school’s newsletter to parents.</i></p>	<p>Sensory/ Quiet area on the KS2 playground.</p> <p>Provision of lunchtime or after school activities for small groups, e.g. structured sport, ICT, choir, Mindfulness club.</p> <p><i>Anxiety management interventions 1:1 or in small groups.</i></p>	<p>Individual counselling/play therapy using Safe Space, Nessie, The Butterfly Room, or MindFit.</p> <p>Small groups of children having Yoga sessions with a Specialist SEN Yoga Teacher.</p> <p><i>Group work led by our Education Mental Health Practitioner.</i></p> <p>1:1 Anger/ Anxiety CBT management programmes (e.g. Starving the Anxiety/ Anger Gremlin).</p> <p><i>Social skills training using ‘Talk About’/ Lego Therapy.</i></p> <p>Interventions such as Circle of Friends can support children who are struggling with friendships.</p> <p>Individual home-school communication books, school behaviour logs and anxiety mapping are used to identify challenges and modify support in place.</p> <p><i>Lunch club with support from two TA’s and individual lunchtime timetables to support particular pupils.</i></p>

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<p>Sensory and Physical</p>	<p><i>Our staff team can refer to and have access to an Educational Psychologist (EP), SEN Advisory Service, Sensory Impairment Teams– for Hearing Impairment (HI) and Visual Impairment (VI), also Physiotherapy and Occupational Therapy.</i></p>	<p>Seating according to their physical or sensory need. <i>All staff, including midday staff, being made aware of the child’s needs through Pupil Profiles.</i> Brain Gym and PE exercises differentiated as appropriate to the child. <i>Support with eating and PE, as appropriate to the child.</i> Continual access to drinks/toilet, as needed by the child. <i>Any other medical support as designated by the team around the child, and as set out in individual Health Care Plans.</i> All children with physical and sensory needs are included in all aspects of school life, including extra-curricular clubs, school trips and other activities.</p>	<p>Fine motor skills groups’ e.g. Dough Disco and Funky Fingers <i>Physical Fun and Games clubs with iPads, construction kits, dough and Geo-Boards to develop fine motor skills.</i> Handwriting intervention in small groups. <i>Recording of work on talking tiles, laptops and PCs.</i> A range of different pencil grips and Stabilo Easy Graph pencils.</p>	<p><i>Smart Moves programme to develop fine and gross motor skills for small groups of children.</i> Co-ordination and handwriting exercises, including gross motor movements and fine motor exercises with playdough. <i>Writing slopes, specialised chairs, toileting equipment, pens, pencils, pencil grips and scissors, chew or sensory toys.</i> Specialised access to ICT equipment e.g. laptop. <i>Any other medical, sensory or physical support as designated by the team around the child.</i></p>
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