



**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><b>Cognition and Learning</b></p>	<p><i>All teachers and TA’s have an understanding of multisensory synthetic phonic teaching, including the ‘Little Wandle.’ system.</i></p> <p>Our SenCO can seek advice from the Educational Psychologist team(EP), SEND Advisory teacher team, Service, and Speech &amp; Language Therapist (SLT). The Specific Learning Difficulties (SpLD ) Base to support staff with training and advice with running interventions. CPD opportunities for staff in school and with outside professionals.</p>	<p>Careful curriculum planning with metacognition strategies used and developed– revisiting prior learning, explicit instructions, chunking tasks, graphic organisers, and use of scaffolds such as sentence starters.</p> <p>Modelling and scaffolded learning, WAGOLL, graphic organisers, chunking of tasks.</p> <p><i>Mixed ability groupings to promote engagement, use of talk partners. However, some key skills, such as phonics, will be taught in ability groupings.</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/ speaking 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. This may include pre-teaching or over learning.</p> <p>Little Wandle Keep Up or Catch Up small groups.</p> <p>Extra reading sessions 1:1 with an adult.</p> <p>Access to Spelling Shed/ TT Rock stars for children without technology at home.</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. Some of this work is in small groups or 1:1</p> <p>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: Numicon Breaking Barriers maths, UCAN maths, Reading Revival, Steps to Spelling and Magic Spells.</p>

All SEND and Catch Up/Pupil Premium Intervention is reviewed regularly to ensure that children are making progress.



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<p><b>Communication and Interaction</b></p>	<p>SEN TA with experience in implementing Speech and Language Therapy. Wellcomm language intervention used in the Early Years.</p> <p>SenCo is able to refer children to the Speech and Language Therapy Service who are able to provide detailed plans for therapy sessions. Targets are reviewed regularly by staff who then inform the schools link therapist.</p> <p>Staff are given a wide range of training on a range of SEND. All Mid-Day supervisors given SEND and behaviour management training.</p>	<p>Careful curriculum planning with metacognition strategies used and developed– revisiting prior learning, explicit instructions, chunking tasks, graphic organisers, and use of scaffolds such as sentence starters.</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>Consideration of processing time and rephrasing of questions or comments.</p> <p>Modelling back extended phrases.</p> <p>Modelling of social relationships and explicit teaching of social skills.</p> <p>Expected behaviours are explained and praise used.</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>WellComm language intervention in the EYFS, supports developing understanding and vocabulary.</p> <p>Knowledge organisers and scaffolds to promote independence.</p> <p>EAL vocabulary development work in small groups with TA. Racing to English resources used in KS2.</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><b>Social, Emotional and Mental Health</b></p>	<p>Miss Onur is our Mental Health Lead</p> <p>Our school’s Mental Health Support Team (MHST) Practitioner is called Eden and is able to offer support to children and parents/ carers.</p> <p>Staff 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 an Educational Psychologist. Consultation</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 Therapeutic Thinking 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 mind-set.</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>Our No Outsiders scheme works to ensure that our school is an inclusive environment where everyone embraces and values difference.</i></p> <p><i>Sensory/ Quiet area on the KS2 playground.</i></p> <p>Class Calm areas and Zones resources used.</p>	<p>Provision of lunchtime or after school activities for small groups, e.g. lunch club, structured sport, ICT, choir, Mindfulness club.</p> <p><i>Emotional regulation interventions in small groups with our MHST practitioner.</i></p>	<p>Individual counselling/play therapy using Safe Space, Nessie, The Butterfly Room.</p> <p>Small groups of children taking part in a music nurture group.</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> <p>1:1 ELSA (Emotional Literacy Support Assistant) sessions.</p>



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<p><b>Sensory and Physical</b></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. 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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