

WHOLE SCHOOL PROVISION: ST. MARY'S AND ST. BENEDICT'S RC PRIMARY SCHOOL

Category of Need	Wave 1/Universal (High Quality First Teaching- whole school)	Wave 2/Targeted (additional support e.g. targeted work for particular groups)	Wave 3/Specialist (intensive support e.g. individualised interventions)	Entry and Exit Criteria, Assessments Used to Measure Impact e.g. WRAT, MALT, SDQ
Cognition and Learning	<ul style="list-style-type: none"> • Assessment for learning – flexible groupings, fluid teaching including flexible use of TA, adaption of plans, differentiation, additional TA/HLTA support, spot marking and next step marking. • Working walls/interactive displays/visual prompts. • Fix-it time/purple pen. • Dyslexia friendly whole school approaches. • Planning caters for all learning styles (practical and concrete materials available at all stages of the learning process). • Working closely with parents/carers to embed learning to achieve best possible outcomes. • Self and peer evaluation of work. • Access to additional support materials where necessary, such as pencil grips. • Clear daily routines and visual timetables. • Strategies used to support listening and concentration as needed. 	<ul style="list-style-type: none"> • Group interventions across all key stages – reading, writing, maths, working memory, IDL. • Fast Track Phonics Programme (KS1). • TA/HLTA support for identified groups. • Parental involvement in addressing specific targets together. • Coloured overlays and off-white/coloured paper if needed. • Precision teaching where necessary. • Reading volunteers 	<ul style="list-style-type: none"> • Specialist teacher input with individualised action plans and targets. • IEPs and LSPs for children on SEND register. • 1:1 target time for children on SEND register – 3 x 20 min sessions per week/ 2 x 30 min sessions. • EP input – Private and Link EP. • SENDCo cluster groups where ideas and strategies are shared. • EHCP or SEND Support Plan. • Individual timetables catered to need. • Dyslexia screening tests • Toe by Toe individual intervention. • Precision teaching. • Highly adaptive lesson plans to cater for individual need. 	<ul style="list-style-type: none"> • Half termly highlighting of KLIPs grids and Teacher Assessment Frameworks for individual pupils to ensure progress. • PIVATs where necessary. • Termly attainment recorded on iTrack and shared with parents/carers. • iTrack analysed each term and progress dashboard used to ensure pupils are on track/making the expected amount of progress. • Discussions in pupil progress meetings (termly), which inform intervention planning. • Discussions in key stage meetings (fortnightly), which inform intervention planning. • Phonic assessments, core subject tests and analysis of results from whole school termly assessment weeks. • Daily work with children, marking of work, discussions with support staff and teacher observations. • Discussion with parents/carers as and when appropriate. • Weekly annotations and adaptations on IEPs/LSPs and termly formal reviews. • Evaluations of interventions at least termly (data, discussion, observations) and adaptations accordingly. • Review of EP plans. • Annual reviews for EHCP pupils.

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Visual timetables on display in classes. • Clear daily routines. • Talk partner activities in lessons. • Opportunities for group work across the curriculum. • Working walls/interactive displays/visual prompts. • Fix-it time/purple pen. • Planning caters for all learning styles. • Parent/carer involvement and clear communication with them (in person, via telephone or email, newsletters, text messages and Parent App). • Teacher/teaching assistant on door to speak to parents/carers at the start and end of each day. • Headteacher on playground before and after school every day. • Peer support (within and outside of key stage). • Time spent to develop good relationships between pupils and staff. • Whole staff speech and language training – regular updates and contact with speech therapist available every term. 	<ul style="list-style-type: none"> • Group interventions - social skills development, nurture groups at lunchtimes, Lego Therapy. • Group sessions with Julia (Family Support Worker). • Regular check-ins throughout the day with specific staff members. • Use of the Black Sheep materials. • Social skills board games. 	<ul style="list-style-type: none"> • 1:1 time with our family support worker. • Talk time with SENDCo every week or daily if needed. • IEPs and LSPs for children on SEND register. • 1:1 target time for children on SEND register – 3 x 20 min sessions per week/ 2 x 30 min sessions. • Speech & language therapist support bought in from Clayton and Whittle Family Centre – individual target plans and weekly sessions with TAs/HLTAs (training given). • EP input – Private and Link EP. • SENDCo cluster groups where ideas and strategies are shared. • EHCP or SEND Support Plan. • Specialist teacher input with individualised action plans and targets. • Individual work stations and 'Now and Next' boards with personalised visual timetables. • Visual cue cards. • Social stories/comic strip conversations tailored for individual children. • Personalised transition plans between settings. 	<ul style="list-style-type: none"> • Weekly annotations and adaptations on IEPs/LSPs and termly formal reviews. • Feedback and direction from family support worker, CAMHS and/or Golden Hill. • Daily work with children, marking of work, discussions with support staff and teacher observations. • Discussion with parents/carers as and when appropriate. • Discussions in pupil progress meetings (termly), which inform interventions. • Discussions in key stage meetings (fortnightly), which inform interventions. • Half termly highlighting of KLIPs grids and Teacher Assessment Frameworks for individual pupils to ensure progress. • PIVATs and PSED Toolkit where necessary. • Termly attainment recorded on iTrack and shared with parents/carers. • iTrack analysed each term and progress dashboard used to ensure pupils are on track/making the expected amount of progress. • Phonic assessments, core subject tests and analysis of results from whole school termly assessment weeks. • Evaluations of interventions at least termly (data, discussion, observations) and adaptations accordingly. • Review of EP plans. • Annual reviews for EHCP pupils.
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**Social Emotional
Mental Health**

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| <ul style="list-style-type: none"> • Sessions with our Family Support Worker every academic year. For example, Relax Kids (block of 6 sessions) and respect workshops. • Worry boxes/worry monsters in classes. • Growth mindset work in all classes. • Talk partner activities in lessons. • Taking time to know our families. • Weekly collective worship. • PSHE and My Happy Mind lessons in all classes. • Online safety lessons. • Positive reward systems in all classes. • Off-timetable weeks each academic year to support social, emotional, mental health and wellbeing. For example, anti-bullying week. • Spiritual, moral, social, and cultural teachings across the curriculum (highlighted on half-termly curriculum overview grids displayed on website). • Peer support (within and outside of key stage). • Celebration of achievements – in class and a weekly achievement assembly. | <ul style="list-style-type: none"> • Group interventions – Lego Therapy, emotional regulation, nurture groups at lunchtimes. • Group sessions with Julia (FSW). • Regular check-ins throughout the day with specific staff members. • Social skills and feelings board games. • Triple P Course for parents/carers. Support from Julia (FSW). | <ul style="list-style-type: none"> • Individual calm down areas created with the child. • Individual achievement books to boost self-esteem. • 1:1 time with our family support worker (pupils and parents). • Use of a 'tight team' – check in times with identified adults. • Referral to CAMHS • Drop-in sessions at lunchtimes with SENDCo and identified staff. • Talk time with SENDCo every week/daily if needed. • Input from Golden Hill or a referred place if necessary. • Early Help – referral to the CFWS. • Individual support from the school nurse. • EP input – Private and Link EP. • Referral to the SEND IAS Team. • Specialist teacher input. • Visual cue cards. • Social stories/comic strip conversations tailored for individual children. • Personalised transition plans between settings. • LSPs for children on SEND register. • Individual work stations and 'Now and Next' boards with personalised visual timetables. • EHCP or SEND Support Plan. | <ul style="list-style-type: none"> • Weekly annotations and adaptations on IEPs/LSPs and termly formal reviews. • Feedback and direction from family support worker, CAMHS and/or Golden Hill/Reach. • Daily work with children, marking of work, discussions with support staff and teacher observations. • Discussion with parents/carers as and when appropriate. • Discussions in pupil progress meetings (termly), which inform interventions. • Discussions in key stage meetings (fortnightly), which inform interventions. • Half termly highlighting of KLIPs grids and Teacher Assessment Frameworks for individual pupils to ensure progress. • PIVATs AND PSED Toolkit where necessary. • Use of the Boxall Profile. • Termly attainment recorded on iTrack and shared with parents/carers. • iTrack analysed each term and progress dashboard used to ensure pupils are on track/making the expected amount of progress. • Phonic assessments, core subject tests and analysis of results from whole school termly assessment weeks. • Evaluations of interventions at least termly (data, discussion, observations) and adaptations accordingly. • Review of EP plans. • Annual reviews for EHCP pupils. |
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<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Child friendly and interactive displays. • Calm classroom environments – calming music sometimes played. • Appropriate furniture and lighting – clearly visible interactive whiteboards. • Encouraging pupils to keep the environment clear and tidy. • Access to additional support materials where necessary, such as pencil grips. • Movement breaks as and when necessary. • Relax Kids workshops (6 week blocks per year group each year). • Planning caters for all learning styles. • Practical learning opportunities across all key stages. • Running track and timetable for each class to complete a daily mile. • 2 weekly PE lessons for all classes. • Different settings for learning opportunities – classrooms, 2 halls, group rooms and areas, library, computer suite, outdoor areas. 	<ul style="list-style-type: none"> • Group interventions – fine and gross motor skills, nurture groups at lunchtimes. • Teodorescu Handwriting Programme • Regular check-ins throughout the day with specific staff members. 	<ul style="list-style-type: none"> • Sensory profiles from CAMHS • Ear defenders • Alternative footwear provided • Changing timetables, application of cream • Individual sensory breaks • Chew toys, bands and sensory boxes. • Writing slopes • Coloured boards, pens and overlay strips • Pencil grips – various styles for the needs of individuals • Fiddle toys • Occupational therapy input and completion of daily or weekly exercises with TA/HLTA • Environmental adaptations specific to need. • Additional use of ICT programmes and/or electronic devices where beneficial. • Laptop to record instead of writing. • IEPs/LSPs for children on SEND register. • Individual support from the school nurse. • EP input – Private and Link EP. • Specialist teacher input. For example, visits from HI, VI and Braille teachers. • Specialist equipment or individual resources. • EHCP or SEND Support Plan. 	<ul style="list-style-type: none"> • Weekly annotations and adaptations on IEPs/LSPs and termly formal reviews. • Feedback and direction from specialist teachers involved and/or CAMHS. • Daily work with children, marking of work, discussions with support staff and teacher observations. • Discussion with parents/carers as and when appropriate. • Discussions in pupil progress meetings (termly), which inform interventions. • Discussions in key stage meetings (fortnightly), which inform interventions. • Half termly highlighting of KLIPs grids and Teacher Assessment Frameworks for individual pupils to ensure progress. • PIVATs where necessary. • Termly attainment recorded on iTrack and shared with parents/carers. • iTrack analysed each term and progress dashboard used to ensure pupils are on track/making the expected amount of progress. • Phonic assessments, core subject tests and analysis of results from whole school termly assessment weeks. • Evaluations of interventions at least termly (data, discussion, observations) and adaptations accordingly. • Review of EP plans. • Annual reviews for EHCP pupils.
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