








Allerton Church of England Primary School – Provision for SEND

PROVISION MAP	COGNITION & LEARNING	COMMUNICATION & INTERACTION	SOCIAL, EMOTIONAL & MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Beginning school	Visits to previous settings or home undertaken by class teacher (Universal), class teacher and SENCO (Targeted and Specialist) Parents open day – SENCO available for discussion (Universal) Staggered starting date (Universal) Additional visits (Targeted and Specialist) Liaison with external agencies (Specialist) inc Alwoodley Children’s Centre/ CSW/ FIS / Health / S<)			
EYFS 	Universal <ul style="list-style-type: none"> • Baseline assessments • Assessment – tracking progress – profiles – EAZ MAG writer • Parent workshop on RWI • Phonics – following RWI • Differentiation • Reading 2x per week with staff/ additional from other adults • Daily handwriting with an adult • Finger gym • Balance bikes • EY Developmental journal Targeted <ul style="list-style-type: none"> • Additional small group phonics • Early maths intervention • Fine and gross motor skills intervention groups / motor skills box Specialist <ul style="list-style-type: none"> • Individual programmes from Early Years SENIT officers • Educational Psychologist 	Universal <ul style="list-style-type: none"> • Visual timetable for the day • Whole staff training ASC Level 1 • SEAL • Talking Partners • Structured classroom and school routines • Emphasis on language rich environment Targeted <ul style="list-style-type: none"> • EAL • Social skill group – shared attention • Lead practitioner for Autism • Speech sound production group (Billy Bear) Specialist <ul style="list-style-type: none"> • Individual Programme from SaLT • Speech and Language IEP from SaLT • PECS • Intensive Interaction • STARS team • 1:1 support worker 	Universal <ul style="list-style-type: none"> • Positive Behaviour Policy • Shared snack time • Time monitored activities to promote sharing • SEAL • Reward systems • Webster Stratton behaviour system • Sleuth Targeted <ul style="list-style-type: none"> • Early Help (formerly CAF) • Nurture principles Specialist <ul style="list-style-type: none"> • Individual programmes from Early Years SENIT officers • PDC • Fiddle toys • Home/school liaison books • Play Therapist • Risk assessments/ safe handling in 	LOW INCIDENCE Offer a wide range of individual responses based on needs. This can be from monitoring provision to intensive 1:1 support. Flexible staffing arrangements are in place to support this. Support can be short, medium or long term to enable access to an inclusive mainstream placement. PEEP

			place	
KS1 	Universal <ul style="list-style-type: none"> • Assessment – tracking progress (PIRA/PUMA) • Differentiation • Phonics – following RWI • Individual reading with an adult • Handwriting • Guided reading • Differentiated RWI groups 	Universal <ul style="list-style-type: none"> • Visual timetable for the day • Whole staff training ASC Level 1 • SEAL • Talking Partners • Structured classroom and school routines • Autism friendly classroom 	Universal <ul style="list-style-type: none"> • Positive Behaviour Policy • SEAL • Targeted nurture groups • Webster Stratton behaviour system • SLEUTH • Scrap Shed 	Where necessary school will work with parents and outside agencies in order to meet specific needs, eg DAHIT, VIT and School Nurse Gastronomy feeds Post cancer care team
	Targeted <ul style="list-style-type: none"> • Daily handwriting with an adult • Pencil grips • Fine motor skills intervention • Rapid Phonics 	Targeted <ul style="list-style-type: none"> • EAL • Social skill group – shared attention • Lead practitioner for Autism 	Targeted <ul style="list-style-type: none"> • Early Help Plan (formerly CAF) • Nurture group • Reward charts • Talk time • Circle time 	
	Specialist <ul style="list-style-type: none"> • Individual programmes from SENIT officers • Educational Psychologist • Catch up numeracy 	Specialist <ul style="list-style-type: none"> • Individual Programme from SaLT • Speech and Language IEP from SaLT • PECS • STARS team 	Specialist <ul style="list-style-type: none"> • Individual programmes from SENIT officers • PDC • Nurture • Support from AIP • Fiddle toys • Home/school liaison books • Risk assessments/ safe handling in place • Reward charts 	

<p>KS2</p> 	<p>Universal</p> <ul style="list-style-type: none"> • Assessment – tracking progress – PIRA/PUMA • Differentiation • Phonics – following RWI • Guided reading with an adult • Handwriting • Booster classes (for Year 6) • Mathletics / Reading Eggs 	<p>Universal</p> <ul style="list-style-type: none"> • Visual timetable for the day (Lower KS2) • Whole staff training ASC Level 1 • SEAL • Talking Partners • Structured classroom and school routines 	<p>Universal</p> <ul style="list-style-type: none"> • Positive Behaviour Policy • SEAL • Pupil responsibility • Webster Stratton behaviour system • Sleuth • Scrap Shed 	
<p>Targeted</p> <ul style="list-style-type: none"> • Daily handwriting with an adult • Pencil grips • Fine motor skills intervention • RWI catch up • Additional phonics intervention • Teacher-planned maths intervention for specific children • Teacher-planned literacy intervention for specific children • Dockside • Reciprocal Reading • Catch up numeracy 	<p>Targeted</p> <ul style="list-style-type: none"> • EAL • Social skill group • Lead practitioner for Autism 	<p>Targeted</p> <ul style="list-style-type: none"> • Early Help (formerly CAF) • Nurture group • Reward charts • Talk time • Circle time • Focused playground monitoring • Break time activities 		
<p>Specialist</p> <ul style="list-style-type: none"> • Daily reading with an adult • Individual programmes from SENIT officers • Educational Psychologist • Lexia 	<p>Specialist</p> <ul style="list-style-type: none"> • Visual timetable for the day • Individual Programme from SaLT • Speech and Language IEP from SaLT • PECS • STARS team 	<p>Specialist</p> <ul style="list-style-type: none"> • Individual programmes from SENIT officers • PDC • Gateways • Nurture • Specialist behaviour plans • • Fiddle toys • Home/school liaison books • Risk assessments/ safe handling in place 		

<p>Transition to KS3</p> 	<p>High school-initiated Transition Day (Universal) Ambassadors programme (Targeted) Liaison with SENCOs from high schools regarding SEN children and other vulnerable groups (Targeted and Specialist) Additional visits for individuals (Specialist) Learning Mentor support (universal) The Beck Targeted /Specialist</p>
<p>Liaison with parents/ carers</p> 	<p>Universal Parent consultation evenings, School Assemblies, newsletters, text-home service, end of day 'open door' policy, blog, class newsletters, staff in playground before school inc SLT/ Mentors on gate , end of year reports</p> <p>Targeted New Starters days, open evening for prospective families, Early Help meetings</p> <p>Specialist Home/school book Outside agency involvement Annual reviews for EHCP and high level FFI Additional three meetings a year (attached to parental consultation evenings) ISAR meetings (Foundation Stage)</p>