



Layers of Provision for Areas of SEND

SEND Area of Need	<p style="text-align: center;">STANDARD PROVISION FOR ALL PUPILS; managed by class teacher</p> <p>This is what the school offers to all pupils; for pupils without an identified need and those with one. It is what can be reasonably put in place through good quality teaching and assessment.</p>	<p style="text-align: center;">SCHOOL SUPPORT: Intervention to support pupils under achieving or underperforming (in addition to standard provision); managed by class teacher and TAs where available. May require SENCO/SLT support</p> <p>For those who may potentially need to be SEND support in the future.</p>	<p style="text-align: center;">SEND SUPPORT: Intervention for pupils with Special Educational Needs and/or Disabilities (in addition to standard and school support provision) Managed by Class Teacher, TAs and SENCO, involving parents/carers more robustly</p>
Cognition and Learning	<ul style="list-style-type: none"> • High quality teaching: see All Hallows Teaching and Learning Policy and the DfE Teacher Standards. • Frequent speaking and listening activities • Daily Phonics (F2 and KS1) • Pre – teaching of subject vocabulary & links to prior learning explicitly made. • Whole school understanding of how to best support learners who demonstrate dyslexic tendencies: Use of meta-cognition (Staff meeting in Autumn term 24) • Occasional opportunities to work with a scribe- perhaps in a small group. • Effective marking and feedback with specific and clear next steps • Class based, small guided group sessions targeting needs based on feedback • Longer time to process information or complete tasks • Alternatives for recording work (recording on iPad, using laptop, supported scribing, drawing) • Displays to support learning and independence • Concentration aids • Providing rest breaks or ‘time out’ areas as needed • A range of activities to teach the same content to support all children • Seating positions of everyone within the classroom • Praising pupils’ effort for thinking and working hard • Teaching and expecting independence 	<ul style="list-style-type: none"> • Additional small group guided sessions focusing on needs led provision to reinforce learning and skills and to address barriers to learning • Small group booster sessions for literacy and maths using a range of resources and approaches – before/after school sessions • Additional teacher / TA support in literacy and/or Maths lessons to boost and support groups • Additional phonics sessions or revision • Precision Teaching sessions • Individual targeted reading sessions • Individual / small group EAL support • Pre-teach / over teach concepts and vocabulary • Dyslexia screen and support including actions / activities / resources to be incorporated into school day. • Auditory and visual memory games (see sharepoint) • Additional consideration at key transitional stages 	<ul style="list-style-type: none"> • Pupil Achievement Book set up for the pupil with Personal Plan and evidence of achievements • Increased parent/carer involvement (parents <i>must</i> be informed if pupil is placed at SEND Support) • Additional small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity by Teacher/TA • Personalised 1:1 Literacy or Maths intervention • Some specific individual literacy/maths and/or provision in line with severity and complexity of need • Collaborative planning and direction from the SENCO as required • Focusing on the development of learning and skills rather than the completion of tasks set • Programme of advice and support provided by Schools and Families Specialist Services (Early Years or Cognition and Learning Team) • Guidance provided by Educational Psychologist • AFN / HLN funding for personalised provision • EHCP if appropriate



Layers of Provision for Areas of SEND

<p>Communication and Interaction</p>	<p>As for Cognition and Learning, and including:</p> <ul style="list-style-type: none"> • Drama and role play activities as part of lessons to enhance learning • Assembly and Collective Worship • Frequent opportunities for oral recital such as poetry performance, singing, music lessons, school performances • Visual Timetables, supports and prompts (now and next, daily timetable, concrete objects or picture aids / signs and symbols) • Delivery of information slowed down into manageable chunks. • Writing and Maths frames • Discovery garden • Clear, unambiguous language, precise questioning, prompts, modelling, examples • Chunked instructions and tasks broken down into smaller steps • Turn taking and sharing and age-appropriate social skills taught and promoted • 'Communication-friendly' spaces • Understand and support appropriately the uneven profile of the individual student. • Whole school understanding of how to best support learners who demonstrate C and I difficulties, including Autistic Spectrum Conditions and Speech/Language/Communication needs • Understanding that listening may look different for different children. • 	<ul style="list-style-type: none"> • Individual/small group visual timetable • Pre-teach/over teach vocabulary (teaching assistant supported) • Speech and Language / listening and attention groups. • Sequencing activities and games • Social use of language / social stories (eg, socially speaking intervention) • Individual / small group EAL support • Information about learning styles, diagnoses or helpful strategies may need to be shared between settings and staff • Additional consideration at key transitional stages • Sensory circuits/access to sensory room 	<ul style="list-style-type: none"> • Pupil Achievement Book set up for the pupil with Personal Plan and evidence of achievements • Increased parent/carer involvement (parents <i>must</i> be informed if pupil is placed at SEND Support) • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individualised programmes and resources for communication based on SALT advice, increased in duration and frequency • Individual support for Social Stories • Individual social interaction and communication support (AET framework etc) • Personalised ICT support (eg, Clicker/Nessy) • Discreet sessions in the sensory room • Collaborative planning and direction from the SENCO as required • Programme of advice and support provided by Schools and Families Specialist Services (Early Years or Communication and Interaction Team) • AFN / HLN funding for personalised provision • EHCP if appropriate
---	--	--	---



Layers of Provision for Areas of SEND

<p>Social, emotional and mental health</p>	<ul style="list-style-type: none">• Promoting the positive whole school ethos and values: Humility, Empathy, Ambition, Respect, Trust• Assembly and Collective Worship• PSHE and SRE curriculum• Whole School behaviour policy, anti-bullying policy and reward systems• Concentration aids• Clear, unambiguous language, precise questioning, prompts, modelling, examples• Chunked instructions and tasks broken down into smaller steps• Turn taking and sharing and age-appropriate social skills taught and promoted• Providing rest breaks or 'time out' areas as needed• A range of teaching approaches used to support all learning styles and interests – post-it notes for questions and ideas rather than interruptions.• Play calming music where appropriate• Seating positions of everyone within the classroom• Praising pupils' effort for thinking and working hard• Teaching and expecting independence• Playground buddies• Range of extra-curricular clubs (lunchtime and after school)• Key stage transition support• Year end transition process• Discovery garden• School Parliament• Whole school understanding of how to best support learners who demonstrate SEMH, including ADHD, anxiety (see network and SEND file in staffroom)	<ul style="list-style-type: none">• Personalised behaviour support planned throughout the day• Targeted support during unstructured sessions Eg. break time and lunchtime• Small group social development sessions• Individual calm / worry boxes as required• ELSA drop in sessions• Boxall profile identification• Discussion with Mental Health Lead	<ul style="list-style-type: none">• Pupil Achievement Book set up for the pupil with Personal Plan and evidence of achievements• Increased parent/carer involvement (parents <i>must</i> be informed if pupil is placed at SEND Support)• Additional small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity• Behaviour Management Plans / Risk Assessments• Support from GAPs team• 1:1 support through unstructured periods such as playtimes• Personalised 1:1 SEMH-focused sessions ELSA• Individual transition / movement plans• Collaborative planning and direction from the SENCO as required• Guidance provided by Educational Psychologist• AFN / HLN funding for personalised provision• EHCP if appropriate
---	--	---	---



Layers of Provision for Areas of SEND

<p>Sensory and/or Physical</p>	<ul style="list-style-type: none"> • Regular, planned physical exercises (fun fit, dough-disco/hand exercises, regular physical movement) • Provide rest breaks or 'time out' areas as needed • Adequate and accessible space to move freely within the classroom and throughout school • Pencil grips • Writing slope • Concentration aids • Sensory / wobble cushion • Position in class • Facing child and using name when giving chunked instructions • Consider the sensory environment (light, temperature, noise level, seating) • Sensory Checklist – see Sharepoint • Whole school understanding of how to best support learners who demonstrate sensory and physical difficulties, including Dyspraxia (DCD) 	<ul style="list-style-type: none"> • Targeted small group to develop letter formation and writing fluency • Targeted small group to develop co-ordination and movement • Tracking and visual perception activities (Vision) • Adaptations to the curriculum (eg, PE) and/or environment • Specialist OT/Physio/PDSS advice and support 	<ul style="list-style-type: none"> • Pupil Achievement Book set up for the pupil with Personal Plan and evidence of achievements • Increased parent/carer involvement (parents <i>must</i> be informed if pupil is placed at SEND Support) • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Collaborative planning and direction from the SENCO as required • Individual Physiotherapy programme • Individual Occupational Therapy programme • Individual programmes/strategies to aid sight and hearing impairments • Specialised equipment provided by PDSS / specialist teams • AFN / HLN funding for personalised provision • EHCP if appropriate
<p>Physical and/or Medical Needs</p>	<ul style="list-style-type: none"> • Staff have understanding of the school's Medical Conditions and Medicines policy • Children are safe and well cared for 	<ul style="list-style-type: none"> • Individual HealthCare plan written, parents in agreement and have own copy and all staff informed • Staff timetabled to assist with key times of difficulty/need such as transition / toileting / lunch / break times etc. • Necessary consideration given to any physical apparatus / equipment necessary to aid learning / movement / independence • Medical assistance and support as required and directed by Health professionals (Insulin injections, blood sugar testing, Creon administration etc) 	<ul style="list-style-type: none"> • Collaborative planning and direction from the SENCO as required • AFN / HLN funding for personalised provision • EHCP if appropriate