



Guston Church of England Primary School
Whole School Provision Map with graduated responses - SEP 2023

Universal Level Provision of a learning environment that is inclusive and teachers that are aware and trained at the appropriate level to meet a range of Special Educational Needs and Disabilities (SEND). Main Stream Core Standardised documents shared and part of ongoing staff development.	Targeted support Support in addition to universal level for children with or without SEND that need individual or small group support to differentiate learning or supplement learning over a limited period to address learning gaps	Personalised Individualised Learning Learning and development activities that are specifically and personally planned to enable individual children with SEND to participate and make progress - often supported by additional technology, staffing and curriculum adaptations
Social Emotional and Mental Health		
Whole School systems: SEMH is a school priority <ul style="list-style-type: none">• Part of School Develop Plan• SEMH champion• Associated policies in place: Special Educational Needs and Disability Inclusion Attendance Teaching and Learning	Targeted Systems: <ul style="list-style-type: none">• Targeted training for staff to deliver identified interventions• External CPD from specialists STLS, NHS, School nursing• Behaviour monitoring• Targeted pupils screened and needs identified for targeted interventions through Resilience	Personalised Systems: <ul style="list-style-type: none">• Individualised training through coaching and modelling from SENCO and SEMH champion• ELSA sessions planned 1:1 with KEPS• LIFT attendance for generation of individualised programmes of support and identification of need

<p>Anti-bullying Behavioural policy Safeguarding</p> <ul style="list-style-type: none"> • Whole school Boxall Training • Pastoral records monitored by DSL • Open door policy -teachers/head teacher and Assistant Headteacher-Inclusion • Home visits prior to starting at school to hear parent voice and relevant background • Adverse Childhood Experience training completed for all staff • Trauma informed practice training for all staff • Mainstream core standards training for all staff • Christian values and school Christian ethos create a Guston family • Part of Headstart Kent Resilience Hub • Termly pupil progress meetings • Transition planning • Military liaison • Sanctuary School Status 	<p>Hub, Boxall and STLS training videos</p> <ul style="list-style-type: none"> • Difficulties identified and shared in parent meetings • Parents signposted to outside support and parent groups on website and on targeted mail drops • Lego Therapy • Dance and Fitness lunchtime clubs directed invites • Bank of social stories • Group Sensory Circuits • ELSA Group sessions • Blue Book Class Support • Affirmation Diaries • Special Responsibilities within school • Educational Psychology, Speech and Language Therapy and SECNO meetings for vulnerable military children at deployment and new to country 	<ul style="list-style-type: none"> • SEND parent review meetings to develop learning plans and support materials for home • Referral to outside agencies for specific diagnoses -SALT, CYPMHS, Paediatrics, audiology, OT, Nursing, Educational Psychology • Individualised Sensory Circuits • Referral to outside agencies for family support- Social Services, Early Help, Aspire, OASIS, etc. • Referral for therapeutic services: CHATTS, Play Therapy, CAHMS
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<p>Provision:</p> <ul style="list-style-type: none"> • Christian values embedded within all activities • Physical 15 healthy body /mind • Brain breaks • Behaviour training - positive language, de-escalation and restorative approaches through Incident Narrative • Sensory equipment within school • Outside learning areas • Alternative recording arrangements where required • Friendship stops • Mindfulness activities • Class worry boxes • Resilience toolkit for children and staff • Leuven scales in term 1 obs • KEPS free SEMH training • Weekly pastoral Meeting • Jigsaw PSHE across school • Smart School Council • Collective Worship daily • Named adult as key person for each child 	<p>Provision:</p> <ul style="list-style-type: none"> • Time out facilities within the wobble room • Small group interventions with a focus on social skills, anxiety, anger, listening, resilience • Social skills groups • Dealing with feelings • Electronic Boxall profiles with learning plans and targets • Yoga and breathing exercises • Language for thinking • Time to talk • Learning to become socially talented Children • Lego therapy • CBT Programme on managing feelings • Social Stories for return, separation, bereavement etc • ELSA small group interventions for Self Esteem, resilience, mindset, social skills etc 	<p>Provision:</p> <ul style="list-style-type: none"> • Early Help work with individuals in school • Child and Adult Therapeutic Talking Service counselling as an individual or as a family • In house specific programmes delivered 1:1 after CPD on use or planning with EP/STLS: <ul style="list-style-type: none"> -Drawing on relationships -Forest of feelings -Anxiety Gremlin -Boxall Interventions -Cool Connections Cognitive Behavioural Therapy -Social Stories -Incredible 5 point scale -Headstart Kent Resilience Hub • Access to High Needs Funding where support in place would consistently exceed £6000 • School ELSA sessions on relationships, bereavement, depression etc
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Cognition and Learning

Whole School systems:

- Teaching and learning policy
- Triangulation for QFT - Learning observation, book scrutiny and Pupil Progress
- Ongoing whole school and TA specific CPD- Dyslexia, Memory, Numicon, Mastering Number, Accelerated Reader
- Access arrangements to ensure equal opportunities
- Flexible classroom arrangements to meet the needs of all pupils
- Alternative recording methods
- Reading, comprehension and Maths age tracked termly
- Foundation and Core subject attainment and progress tracked termly
- Home visits prior to start at school to get parent view-learning and support
- Mainstream core standards training for all staff
- Training in last year on;
 - Language through Colour
 - Clicker

Targeted Systems:

- Targeted training for staff to deliver identified interventions
- Attainment and progress analysed for different groups
- Targeted pupils screened and needs identified with suitable screening mechanisms
- Plan, do, review cycle
- Strengths and difficulties identified to parents
- Level 2 dyslexia trained staff
- P level, b squared and Early years profile assessments available to track small step progress
- Standardised assessments for those with persistent difficulties

Specialist Systems:

- Specific assessments undertaken to identify needs: Ravens, British Picture vocabulary Scale, Dyslexia Portfolio, Phonic screening, Reading speed, Single Word Reading ages, Comprehension ages, Dyscalculia assessment, Memory Assessment
- LIFT attendance
- Cognition and Learning specialist teaching service assessments
- Cognition and Learning Clinics to talk through case histories
- Parent SEN review meeting to set targets
- Individualised programmes of study planned with outside agencies

<ul style="list-style-type: none"> -Memory -Dyslexia -Phonics-Little Wandle -Accelerated Reader -Star Maths -Concrete apparatus- Numicon, Cuisenaire, Dienes. -Mastering Number 		
<p>Provision:</p> <ul style="list-style-type: none"> • Good quality first teaching • Appropriate differentiation • Alternative recording • Scribes when appropriate • Technology support: Sound buttons, Ipads, Word banks • Task boards • Visual timetables • Talk partners • Pupil conferencing • Visual cues and support • Star Maths • Remote learning platform with access to Classroom Secrets, Purple Mash, Myon electronic library • Language Through Colour throughout the curriculum 	<p>Provision:</p> <p>Delivery of catch up programmes for English:</p> <ul style="list-style-type: none"> • Myon • Little Wandle Catch up (KS1) • Read Write Inc Fresh Start (KS2) • MSL Handwriting Rescue Scheme • Individual Reading with teacher • Accelerated • Support for Spelling • Talking Like a Writer • Literacy Booster sessions • Literacy Conferencing • First News • Reading between the lines • Reading Between the Lines for inference 	<p>Provision:</p> <ul style="list-style-type: none"> • School Personalised learning programmes • Individual OT programmes • STLS planned learning programme • Plus 1 • Power of 2 • Perform with Time • Alternative curriculum planned by teacher and SENCO • Extra time • Toe by Toe • Russian scaffolding • Sounds into Words • Sounds progress EP individualised programme • Word Shark with adult precision teaching

<ul style="list-style-type: none"> • Metacognition approaches • Positive mindsets • Consideration of text types, fonts and backgrounds • Clicker available 	<p>Delivery of catch up programmes for Maths:</p> <ul style="list-style-type: none"> • Calculation five a day • Number Recovery • Numicon Breaking Barriers group • Freckle • Maths 1:1 Tutoring <p>General Support:</p> <ul style="list-style-type: none"> • Note taking • Recorded devices • Visually supported word-banks • Dyslexia dictionaries • Speech to Text • Scribes • Touch-typing • Word maps, lists. Note forms, task-boards, colourful semantics 	<ul style="list-style-type: none"> • SNIP 1:1 programme • Little Wandle SEND Programme 1:1 • NLP approaches to spelling <p>Delivery of catch up programmes for Maths delivered 1:1 and adapted for specifically identified needs:</p> <ul style="list-style-type: none"> • Number recovery • Dyscalculia toolkit • Precision Teaching Counting • Breaking Barriers Numicon <p>General support:</p> <ul style="list-style-type: none"> • Memory magic • ELSA to overcome mind-set barriers <p>General programmes will be used in a personalised way through adaption and 1:1 delivery of a group intervention for individualised curricula where appropriate and in conjunction with EP, STLS or SALT.</p>
<p>Communication and Interaction Needs</p>		
<p>Whole School systems:</p>	<p>Targeted Systems:</p> <ul style="list-style-type: none"> • Plan, do, review cycle 	<p>Specialist Systems:</p> <ul style="list-style-type: none"> • LIFT attendance

<ul style="list-style-type: none"> • Universal screening for Speech, Language and Communication Needs (SLCN) NELI and Speech and Language Link • Home visits to understand child's and parental view • Home language awareness • Planning has clear speaking and listening opportunities • Language rich environments to support all children based on Language Through Colour • Appropriate staff trained at level 2 for ASD • Staff trained in delivery of NELI interventions, word aware approaches • Information carrying words limited in whole class instructions • Visuals • Additional equipment like laptops and ipads sound buttons etc where appropriate • Language for learning whole class observations used • Visual timetables • Active listening games 	<ul style="list-style-type: none"> • Termly pupil progress meeting • Screening on speech production for targeted children and those with historic involvement • Visual cues and pictures to support language acquisition • Appropriate staff trained at level 2 for Autism Spectrum Disorders • Appropriate staff trained on Speech Link • Language for learning observations used to inform teaching strategies • STLS Social Communication checklist 	<ul style="list-style-type: none"> • Speech and Language Therapist planned intervention sessions • SENCO led specific language screening- Renfrew, BVPS • Referral procedures in place to use help of OT, SALT and Community paediatrician services to support speech production issues • Outreach from Specialist schools • Community Paediatrician identification
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<p>Provision:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary • Peer support • Flexible groupings • YR Language link screening used to inform whole class planning • Attention and Listening games • Clicker and word banks • Brain breaks • Attention and Listening games • Thinking time built into teaching sequence • Environmental stimulation- light, noise, seating position adapted • Language for learning strategies 	<p>Provision:</p> <p>Attention and Listening</p> <ul style="list-style-type: none"> • Game playing • Barrier games • Music groups • Turn taking <p>Language Groups :</p> <ul style="list-style-type: none"> • Quality First Language • Language link • Speechlink • NELI • More than words • Time to talk • Talking for Understanding • Derbyshire Language scheme • Looking and Thinking <p>Small group activities:</p> <ul style="list-style-type: none"> • Following Auditory Instructions • Chatterbox • Social sequences • Critical thinking • Sequencing 	<p>Provision:</p> <ul style="list-style-type: none"> • 1:1 Intensive Interaction • Curiosity Programme Levels 1-4 • Autism Bucket • Special Time (SALT recommended commentary to activities to enrich language and communication) • VERVE • Identiplay • Attention and Listening Games • Mirroring • Back-chaining • Modelling interactions and language • 1:1 Language link programmes • 1:1 Speech link programmes • Articulation modelling • Language through colour • Russian scaffolding • 1:1 Black sheep • Makaton training for communicating needs and wants • Speech and Language therapist intervention in school • Social Stories • Sensory Boxes
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		<ul style="list-style-type: none"> • Structured turn taking • Extended 1:1 NELI personalised
Sensory and Physical Needs		
Whole school systems: <ul style="list-style-type: none"> • Policies updated in line with accessibility, Equality and SEND legislation • Planning demonstrates an understanding of PI where required • Accessibility plan in place 	Targeted systems: <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Plan, do, review cycle • Sensory checklists • Targeted pupils screened and needs identified • Difficulties identified and shared with in parent meetings 	Specialised systems: <ul style="list-style-type: none"> • More than words sensory checklist • OT screening and assessment available • Schools nursing service referral • Paediatric support • Sensory Integration training for staff as part of outreach
Provision: <ul style="list-style-type: none"> • Disabled toilets • Wheelchair access to outside field • Wheelchair access to reception area, community room and reception • Disabled parking • SEND resources for sensory issues • Adapted cutlery 	Provision: <ul style="list-style-type: none"> • Clever hands • Fizzy programmes • Motor skills united • Sensory circuits group • Handwriting programmes • Sensory SEND resources- tent, cuffs, light balls, massage, weighted shoulder wraps • Sensory breaks • Mindfulness 	Provision: <ul style="list-style-type: none"> • Access to OT resources as required • Regular attendance at LIFT for OT and Health consultation • 1:1 Sensory Circuits • Individual sensory boxes • Sensory breaks • Personalised space with reduced stimulation • Adaption of equipment

<ul style="list-style-type: none">• Keyboard overlays• Adapted class environment• Risk assessments address disability issues• Alternative recording• Speech to text	<ul style="list-style-type: none">• Catch up teaching for missed lessons due to sensory or physical needs	<ul style="list-style-type: none">• Feeding support• Food "therapy" through gardening/Personalised sensory trays• Individualised OT programmes
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