



Guston Church of England Primary School
 Whole School Provision Map with graduated responses - SEP 2024

<p style="text-align: center;">Universal Level</p> <p>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.</p>	<p style="text-align: center;">Targeted support</p> <p>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</p>	<p style="text-align: center;">Personalised Individualised Learning</p> <p>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</p>
Social Emotional and Mental Health		
<p>Whole School systems: SEMH is a school priority</p> <ul style="list-style-type: none"> • Part of School Develop Plan • Nurture UK School • SEMH champion • Associated policies in place: Special Educational Needs and Disability Inclusion Attendance 	<p>Targeted Systems:</p> <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 	<p>Personalised Systems:</p> <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>Teaching and Learning 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 <i>Guston</i> family • Part of Headstart Kent Resilience Hub • Termly pupil progress meetings • Transition planning • Military liaison 	<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"> -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 • Class 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 • Metacognition approaches 	<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 • SNIP 1:1 programme

<ul style="list-style-type: none"> • 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"> • 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> <ul style="list-style-type: none"> • Universal screening for Speech, Language and Communication 	<p>Targeted Systems:</p> <ul style="list-style-type: none"> • Plan, do, review cycle • Termly pupil progress meeting 	<p>Specialist Systems:</p> <ul style="list-style-type: none"> • LIFT attendance

<p>Needs (SLCN) Speech and Language Link</p> <ul style="list-style-type: none"> • 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"> • 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
<p>Provision:</p>	<p>Provision:</p>	<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>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 	<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 • Structured turn taking
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Sensory and Physical Needs		
<p>Whole school systems:</p> <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 • Sensory Champion trained 	<p>Targeted systems:</p> <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 	<p>Specialised systems:</p> <ul style="list-style-type: none"> • More than words sensory checklist • OT screening and assessment available • Sensory Champion Profile • Schools nursing service referral • Paediatric support • Sensory Integration training for staff as part of outreach
<p>Provision:</p> <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 • Keyboard overlays • Adapted class environment 	<p>Provision:</p> <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 	<p>Provision:</p> <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 • Feeding support

<ul style="list-style-type: none">• 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">• Food "therapy" through gardening/Personalised sensory trays• Individualised OT programmes
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