

SEND Provision at St Aidan's Catholic Primary

Available to a few who despite intervention is not making progress.

- Educational Psychologist solution focussed planning sessions
- Individualised timetable.
- Flexible timetable
- Emotionally Based School Avoidance (EBSA) support plans.

Available to those where QFT is not enough

- Developmentally appropriate play-based activities/creative activities e.g. messy play, playdough, Lego Therapy, drawing and talking.
- Access to school councillor
- Parenting classes (Solihull delivered in school)
- Wellbeing groups for children.
- Open EHA
- Referral to MHST
- Pupil voice completed regularly (3 houses)
- Referral to outside professionals such as outreach services/SaLT/LC/CAMHS
- Monitoring or SEND support plan
- Children offered breakfast club to help with regulation before school.
- 20/20/20 over lunchtime.
- Daily targeted check ins.
- Pupil profiles created and kept at school office to be given to supply teachers etc.

Available to all

- Adapted curriculum.
- Visual timetable.
- Widgeits to support learning in all lessons/on all powerpoints and on worksheets/desks.
- Carefully planned seating.
- Wobble cushion.
- Access to fidget toys.
- Now/Next.
- Early intervention-see individual school intervention sheet.
- Support from outside agencies-see individual reports.
- Regularly monitored classrooms by SLT to ensure Universal offer is being followed.
- Regular SEND staff training.
- Solihull offered to parents.
- Movement breaks incorporated into learning.
- Monitored breaks.
- 20/20/20 over lunch.
- A broad, balanced and relevant curriculum with high engagement of pupils.
- High quality teaching that is differentiated and personalized.
- High expectations of every pupil.
- Ambitious targets based on appropriate assessment and dialogue with pupils and parents.
- Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources.
- Regular assessment, monitoring and review of children and young people's development and progress against targets and outcomes.
- A well-organised classroom with labelled resources including picture symbols.
- Displays which support learning e.g. word lists, punctuation pyramids and multiplication grids.
- Assessment of prior learning that supports the planning of learning objectives for all pupils.
- Clear lesson structures with learning objectives presented orally and visually.
- Instructions given in small chunks with visual cues.
- Understanding checked by asking pupils what they have to do. Pupils being clear about what is expected of them.
- Understanding demonstrated in a variety of ways e.g. verbal explanations, drawings and diagrams, videos.
- A range of groupings within the class including some random pairing activities.
- Periods of listening broken up with practical activity.
- Activities chunked into manageable tasks with the use of scaffolds and prompts.
- A strong focus on the importance of positive relationships.
- Effective use of praise for the celebration of all achievement including effort.
- Memory supported by explicit demonstration and modelling of memory techniques.
- Teaching Assistants planned for, and used, to maximize learning.
- Zones in the classroom or near classrooms used as a safe space, including calm zone/Sensory tent/resources for use by whole class
- Use of name/ shoulder touch. Avoid use of collective nouns.
- An emphasis on learning through dialogue with regular opportunities for children to talk. both individually and in groups.
- Access to snacks
- WellComm (Early years)
- MELVA delivered to all KS2
- Drawing club (Reception)
- Open –door approach for parents and children – parents and children know they are listened to
- Daily check in/daily meet and greet
- Pupil voice opportunities, including school council, food and sports ambassadors.
- All staff promote a language rich environment.
- Ongoing CPD for all staff to develop their knowledge and skills in relation to supporting children's social and emotional development.

Reviewed with parents