

# Earlsmead Primary School

## SEND Information and Whole School Provision Map.

### Our Universal Offer (Wave 1 Quality First Teaching)

We work tirelessly to ensure that all of our children access a high quality education. Our curriculum has been designed around clear core values which link to the needs of our diverse community:

**INTENT** – our vision and aims are to ensure that every child receives a well-rounded education during their time with us. Our whole school offer is centred on the importance of talk, language, high quality texts and a breadth and mastery of key skills.. We work hard to ensure that our happy, welcoming and inclusive environment is a place where children are calm, resilient and enjoy their learning. We make conscious decisions about how to make our pupils safe through quality relationships, routines and systems in school. We do whatever it takes to ensure that all of our pupils thrive in school and tailor our approaches to ensure that the reasonable adjustments we make for personalised provision leads to better outcomes for our young people.

**IMPLEMENTATION**- Through carefully planned teaching sequences in reading, writing, maths especially, we have created a consistent and effective approach to teaching, learning and assessment within and across school. The entire staff team plans consistently with a clear focus on the mastery of key skills over time. Our main focus is always focussed on how to progress within and across lessons through carefully designed lesson mechanics, with effective differentiation for our pupils with SEN support. Teachers create learning experiences which lead to the mastery of key skills through engaging real life and exciting contexts. Our planning is built around high quality core texts which inspire and engage and build a love of reading. Everything we do in school encourages the development of key skills for life, including: our junior leadership opportunities which include; Play Leaders, Eco Ambassadors and Reading Ambassadors. We put a huge emphasis on cultural capital encouraging children to take part in a range of activities that we provide that run alongside the curriculum. We use Picture News weekly as a focus to explore what is happening in the wider world.

**IMPACT**- our curriculum, culture and character in school is leading to improving outcomes for all our pupils. We are proud of the transformation we have implemented in Early Reading and Synthetic Phonics in Key Stage 1. We are also pleased to been invited to become a Partnership school with our local English Hub.

During the Summer Term last academic year we took part in a detailed SEND review which involved us looking in- depth at the systems and provision in place for our SEND children. We are also

pleased with the impact all of our new systems are having with the overall effectiveness of our school offer and outcomes of our children. We use our best endeavours to use the schools resources as effectively as possible to have the most impact within school.

**TARGETED** support (Wave 2) For children who are working slightly below age-related expectations, and require some additional support and targeted intervention, we have clear systems to support them in order to make accelerated progress. This may be targeted arithmetic lessons in class and timetables after arithmetic or immediate catch up lessons after Little Wandle phonics when it is clear children have not retained a particular sound. In Key Stage 2 this may comprise of extra reading sessions for children who are very close to working at age related expectations.

We currently have 71 pupils who require additional support to achieve well at the Primary Campus. This can often be provided through pre-teaching small group intervention programmes at the very start of the day, including our successful early bird offer which is delivered by a member of the school's classroom based support team and/or a class teacher, we also run same day interventions that are designed to ensure that pupils 'catch up and stay up,' as well as pastoral check ins, group sessions and personalised provision for more specific needs. We adopt the same assess, plan, do, review cycle for these pupils that will advance children's progress and help them achieve in line with their peers

**SPECIALIST SEN SUPPORT (Wave 3)** This specialist support is for those children who have special educational needs and require personalised provision. This is carefully designed, implemented and reviewed using our best endeavours to meet the child's needs. This SEN support follows a clear assess, plan, do, review (APDR) cycle and follows the guidelines of the Code of Practice using a graduated response and approach. This approach follows a clear 6 week cycle and provision is adapted and changed depending on the needs of the child.

**Educational Health Care Plans (EHCPs - Wave 4)** An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. We have 12 children in school who have EHCPs and more children in school who have been identified for assessment this year.

## Provision Map 2021 - 2022

Please find below our SEN offer for each area of our provision

Universal Offer	Targeted Support	Specialist Provision
<p><b>Environments:</b></p> <ul style="list-style-type: none"> <li>• Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards)</li> <li>• Calm and purposeful environments for children to thrive in</li> <li>• Visual resources easily accessible e.g. Little Wandle sound cards and weekly sounds for children.</li> <li>• Resources are readily available and differentiated according to need • Working walls are used to support learning</li> <li>• Visual Timetables with now and next timetables for key children to support routines.</li> <li>• A range of multi-sensory resources are used within and across lessons</li> </ul>	<p><b>Environments:</b></p> <ul style="list-style-type: none"> <li>• Sensory Room and comfortable book area to support time for learning breaks.</li> </ul>	<p><b>Environments:</b></p> <ul style="list-style-type: none"> <li>• Workstations for children with autism or individual needs to reflect special interests</li> <li>• Now and Next boards used to support sequencing, reduce anxiety and visible at all times</li> <li>• Sensory room to support learning breaks and emotional regulation.</li> <li>• Targeted Learning Mentor support and ad hoc LM support when needed for children who need support.</li> </ul>
Universal Offer	Targeted Support	Specialist Provision
<p><b>Cognition &amp; Learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• High expectations for all of our pupils</li> <li>• Clear learning outcomes using key skills and mastery</li> </ul>	<p><b>Cognition &amp; Learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• Same Day Interventions (SDIs) in order to ensure that pupils 'catch up and stay up.'</li> </ul>	<p><b>Cognition &amp; Learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• Personalised provision targets from Pupil Profile</li> <li>• Reading difficulties – Tutor Mate, Little Wandle Catch up</li> </ul>

<ul style="list-style-type: none"> <li>• Clear steps within lesson to scaffold and support</li> <li>• Effective modelling through I do, we do, you do approach to ensure that children feel ready to work independently and apply key skills</li> <li>• Carefully designed teaching sequences to support mastery</li> <li>• Differentiation to support children's access to key skill development • Use of a range of resources to support (concrete objects such as numicon.)</li> <li>• Little Wandle letter/sound charts stuck to the desk</li> <li>• Alphabet stuck to desks</li> <li>• Key word/ phoneme charts stuck to the desks.</li> <li>• Minimal copying from the board</li> <li>• Little Wandle. phonics programme is used to ensure all children progress in reading.</li> <li>• Development of high quality modelling and use of good examples to aid memory and support expectations</li> <li>• English is planned around the use of high, quality texts to develop a real love of reading</li> <li>• Development of quality 'on the spot feedback' and corrective teaching to ensure that all children make progress</li> <li>• On-going teacher assessment for, and of</li> </ul>	<ul style="list-style-type: none"> <li>• Children have '3 reads' to support learning.</li> <li>• Daily/targeted Reading Recovery Sessions for children who have cracked phonics code and need fluency boost.</li> <li>• Access to chrome books to support writing for children who have difficulties in handwriting.</li> <li>• Time Tables Rockstars.</li> </ul>	<p>sessions for key children. (3 - 5 sessions per week.)</p> <ul style="list-style-type: none"> <li>• Reading difficulties EAL children - children to use Little Wandle Phonics session</li> <li>• Personalised reading provision for Upper KS2 children who are having - precision teaching.</li> <li>• Toe by Toe for children who have consistent difficulties in learning phonics - KS2</li> <li>• Benchmark Reading scheme.</li> <li>• Support groups for Maths and English in Year 6</li> <li>• Booster classes for targeted Year 6 children</li> <li>• Literacy Pirates</li> </ul>
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Universal Offer	Targeted Support	Specialist Provision
<p><b>Social, emotional, mental health needs:</b></p> <ul style="list-style-type: none"> <li>• A culture and climate based on empathy and a positive approach to behaviour and pupils social and emotional well being.</li> <li>• Pupil jobs to raise self-confidence and responsibility</li> <li>• A staff team who see each child as unique and find their hidden talents</li> <li>• Staff team who are trained in attachment theory and understand the impact of early trauma (Anchor Training)</li> <li>• Calm well organised classrooms to support self regulation</li> <li>• Visual timers (where appropriate) used to support regulation</li> <li>• Visual timetable to support familiar routines</li> <li>• Secure, trusting relationships between all adults and children</li> <li>• PSHE curriculum built around core values to support explicit teaching</li> <li>• Regular opportunities to support peer-to-peer coaching and mentoring</li> <li>• Clear sanctions to support choice and consequences</li> <li>• Restorative approach to reparations</li> <li>• Clear rewards systems – weekly</li> </ul>	<p><b>Social, emotional, mental health needs:</b></p> <ul style="list-style-type: none"> <li>• Reasonable adjustments to the behaviour policy for children who communicate gaps in their development</li> <li>• Autism Appendix on Behaviour Policy to support children in this area.</li> <li>• Check ins from the Learning Mentors and Inclusion team to support and scaffold regulation</li> <li>• Daily playground/lunchtime support from Learning Mentors and Inclusion team to observe and support friendships and collaboration skills.</li> <li>• Focused sessions with Learning Mentors -supporting friendships, collaboration skills and understanding emotions</li> </ul>	<p><b>Social, emotional, mental health needs:</b></p> <ul style="list-style-type: none"> <li>• Bespoke Learning Mentor 1:1 on group sessions that focus on specific areas of need such as mental health, self esteem, friendship groups and confidence building.</li> <li>• Learning Mentor lunchtime provision for targeted children.</li> <li>• Special Needs Assistant support for children who have high level of need or EHCP.</li> <li>• Educational Psychologist input and recommendations</li> <li>• Play/Art therapists</li> <li>• Social worker input</li> <li>• Anchor support for key children</li> <li>• Lego Therapy</li> <li>• Personalised provision work from Pupil Profile Strategies: lollipop stick to avoid calling out, blocked time learning, chunk instructions, fiddle toys used, transition times clearly structured and visuals where appropriate.</li> </ul>

special mentions, dojo shops  <ul style="list-style-type: none"> <li>• Specialist sports coaching weekly to support active body and mind</li> <li>• Healthy snack policy and lunch policy</li> </ul>		
<b>Universal Offer</b>	<b>Targeted Support</b>	<b>Specialist Provision</b>
<b>Communication &amp; Interaction:</b>  <ul style="list-style-type: none"> <li>• A rich language culture and climate across school</li> <li>• Lessons built around talk and oral rehearsal •</li> <li>• Reading aloud time (intonation and expression)</li> <li>• Drama and role play planned into teaching sequences</li> <li>• Collaborative learning experiences through science, PE and across the curriculum.</li> <li>• Haringey Education Partnership resources used to support learning of vocabulary,</li> </ul>	<b>Communication &amp; Interaction:</b>  <ul style="list-style-type: none"> <li>• Small group work sessions to develop interaction skills</li> <li>• Small group speaking and listening sessions</li> <li>• Social skills groups</li> <li>• Transition support</li> </ul>	<b>Communication &amp; Interaction:</b>  <ul style="list-style-type: none"> <li>• Talk partner well-chosen and briefed well</li> <li>• Task sheets/whiteboards to break down the information within instructions. This is to support independence.</li> <li>• Lego Therapy</li> <li>• NHS speech therapy • STARS – training for staff and consultations for children with clear recommendations</li> <li>• Personalised provision targeted work from SALT sessions</li> <li>• 1:1 Colourful semantic sessions.</li> <li>• Talk Boost EYFS</li> </ul>
<b>Universal Offer</b>	<b>Targeted Support</b>	<b>Specialist Provision</b>
<b>Sensory and/or physical needs:</b>  <ul style="list-style-type: none"> <li>• real life sensory experiences built into planning and the curriculum</li> </ul>	<b>Sensory and/or physical needs:</b>  <ul style="list-style-type: none"> <li>• chrome book access for children.</li> </ul>	<b>Sensory and/or physical needs:</b>  Personalised provision from Occupational Therapists and Physiotherapists.

<ul style="list-style-type: none"><li>• Pupil copies size and font appropriate</li><li>• Sloping desks provided</li><li>• Handwriting lines to support effective transcription</li><li>• Pen/pencil grips available</li><li>• Tasks steps and sequences clear</li></ul>	<ul style="list-style-type: none"><li>• pencil grips</li></ul>	Daily support for selected children who have specific needs in this area.
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