


Whole school SEND provision at Clifton All Saints Academy

	<u>Quality first teaching</u>	<u>Stage 1- additional support for children with SEND.</u>	<u>Stage 2- Extra and specialist support</u>
Cognition and Learning	<ul style="list-style-type: none"> ▪ Quality first teaching. ▪ A differentiated curriculum, planning, delivery, success criteria and outcome. ▪ A variety of teaching styles and multi-sensory approach to cater for every individual. ▪ Effective use of adult support in the classroom. ▪ Phonics teaching which is carefully tailored to each class. ▪ Visual timetables. ▪ Extensive use of resources. ▪ Specific planned group work with the teacher. ▪ Writing frames. ▪ Additional individual reading. 	<ul style="list-style-type: none"> ▪ Individual Educational Plans (IEPs) delivered daily. ▪ Planned precision teaching groups. ▪ Daily readers. ▪ Extra specific intervention groups. ▪ Group interventions. ▪ 5-minute box. ▪ ‘Now and Next’ boards. 	<ul style="list-style-type: none"> ▪ Additional assessment completed in school. ▪ Educational Psychology services assessment and advice. ▪ Evidence collected regarding progression and levels. ▪ Weatherfield referral. ▪ CDC referral.
Communication and Interaction	<ul style="list-style-type: none"> ▪ Quality first teaching. ▪ A variety of teaching styles cater for every individual. ▪ A differentiated curriculum, planning, delivery, success criteria and outcome. ▪ Visual timetables. ▪ Talk partners. ▪ Extensive use of resources. ▪ Effective use of ICT and technology. 	<ul style="list-style-type: none"> ▪ In class support. ▪ Individual Educational Plans (IEPs) in place. ▪ Group intervention with specific children. ▪ 1:1s and TA’s supporting SALT targets. ▪ ‘Now and Next’ boards. ▪ SALT intervention 	<ul style="list-style-type: none"> ▪ Speech and Language therapist (SALT) working with specific children every fortnight. ▪ Advice taken from specialists and other agencies. ▪ Individual speech and language therapy sessions with specific targets.

<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ▪ PSHE schemes of work which underpin whole school ethos. ▪ A clear whole school behaviour approach and plan in school. ▪ Zones of Regulation. ▪ Celebration assembly every week. ▪ Every class teacher uses rewarding, stimulating and clear rewards and sanctions in the classroom. ▪ Parent forum to discuss concerns and highlight strengths. ▪ Posi-point/colour group reward system throughout the whole school. ▪ Visual timetables. ▪ Values assembly and certificates every week, delivered to individual children. ▪ Group/partner work. 	<ul style="list-style-type: none"> ▪ IEPs and group work drawn up where needed. ▪ Emotion registers/check ins ▪ Breathing and relaxation techniques. ▪ Lunchtime sports leaders. ▪ Emotion fans. ▪ Individualised toolbox-Zones of Regulation. ▪ ‘Now and Next’ boards. 	<ul style="list-style-type: none"> ▪ External support from CHUMS. ▪ Individual reward activities. ▪ Involvement of CAMHS. ▪ External support from Jigsaw. ▪ External support from Ivel Valley Outreach service.
<p>Sensory and/or Physical difficulties</p>	<ul style="list-style-type: none"> ▪ Flexible teaching arrangements. ▪ Pencil grips for children. ▪ Staff awareness of any physical impairment. ▪ A variety of large apparatus and outdoor equipment to encourage physical development. ▪ Appropriate seating plans in class. ▪ Resources made available to suit individual needs. 	<ul style="list-style-type: none"> ▪ Handwriting interventions. ▪ Access to equipment such as pencil grips and over lays. ▪ Additional support at lunchtime for specific children. ▪ Access to ICT where needed. ▪ Sensory circuits. ▪ Sensory breaks. ▪ Fine motor skills intervention. 	<ul style="list-style-type: none"> ▪ Support from Physiotherapy services. ▪ Additional support in PE lessons and lunchtimes. ▪ School nurse. ▪ Reasonable adjustments to environment to support children. ▪ Occupational Therapist.

Stage 3- extra specialist provision for a need that has been recognised

Cognition and learning:

Effective delivery of targets on the Education Health and Care plan.
1:1 support and Educational Psychologist.

Communication and interaction:

Effective delivery of targets on the Education Health and Care plan.
Educational Psychologist.
External support from SALT.

Social, emotional and mental health:

Effective delivery of targets on the Education Health and Care plan.
External support from CHUMS.
Involvement of CAMHS.
Ivel Valley Outreach service
JIGSAW

Sensory and/or physical difficulties:

Effective delivery of targets on the Education Health and Care plan.
External support from Physiotherapist.
External support from Occupational Therapist.