"If the child is unable to adapt to the school, then the School must adapt to the needs of the child."

Provision Maps

Why? Support across a phase is mapped to ensure pupils are accessing appropriate support to enable progress

Impact? Pupil response to support is positive, provision is clearly communicated and adapted to meet pupils' needs

IPPs

Why? To communicate current provision, share individual pupil targets and resources to ensure targets are met

Impact? Improved parent awareness of provision and areas of current focus, attainment boosts confidence

One Page Profiles

Why? Shared understanding of the needs of the pupils and how best to support them

Impact? Cohesive approach to support offered by all staff to make informed choices with pupils

Pre-teaching vocabulary and concepts

Why? Allows pupils to engage with whole class learning more effectively and with greater confidence

Impact? Increased pupil confidence, greater input engagement, improved classroom profile for pupils

SEND Review Meetings

Why? An opportunity to discuss current provision, make adaptations if needed, access external agency support

Impact? Staff are supported with strategies and resources for pupils. Referrals for pupil support are made using a graduated approach

How do we enable all children to access the wider curriculum?

- Adapted tasks to suit the needs of the learner
- Strategic pupil pairing/groupings
- Scaffolding and modelling with resources
- Pre-teaching and reactive support
- Adult support (Class teacher or TA)

SEND Provision Wilton C E Primary

Agencies we use for Support and Advice

- Speech and Language Therapy
- Behaviour Support Team
- ELSA
- Thrive
- Medical Professionals
- Educational Psychology
- SSENS Support Team
- CAMHs/PCAMHs
- Family Link Partner
- Teacher for Visual/Hearing Impairment
- Play Therapist/Counsellor
- Young Carers
- Alternative Provision
- Equine Therapy

Communication/ASD Friendly Classrooms

- Visual timetables
- Visual/practical resources
- Quiet areas/Work stations as needed
- Learning breaks
- Big Picture for lessons
- T-charts/Consequence charts
- Extra thinking time

Examples of additional support and interventions provided

Resource Base provision for children with communication and interaction needs, identified by the local authority.

Speech and language – we extra thinking time or use visual or practical resources to allow pupil's processing time

Social and emotional– Thrive approach used throughout the school.

Spelling/Writing/number – we share and discuss new vocabulary, provide alternative recording methods, scribe or shared write, use of practical or visual resources