

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

Individual Learning Plans (ILPs)

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

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)

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
- Ear defenders and fidget supports

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



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/Emotional Wellbeing Service
- Family Liaison Officer
- Play Therapist/Counsellor
- Young Carers
- Alternative Provision

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 give extra thinking time or use visual or practical resources to allow pupil's processing time

Social and emotional – Thrive approach and pastoral support 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

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