

## Whyteleaf School provision available for children with Special Educational Needs (SEN) at differing stages of need:

The Code of Practice 2014 requires schools to set out the details of a broad and balanced curriculum, whilst also detailing how the curriculum is adapted or made accessible for pupils with Special Educational Needs and Disabilities (SEN/D). This is known as our **School Offer**.

### Wave 1 provision = Inclusive Quality First Teaching available to all children

- Differentiated planning, delivery and outcomes, acknowledging a variety of learning styles
- Use of adult focus groups within lessons
- Daily phonics teaching in key stage 1 in addition to daily English lessons
- Daily Guided Reading in addition to daily English lessons
- Regular opportunities for contact with parents / carers
- Use of visual timetables, whole class task boards and mind maps
- Visual modelling of activities to support learning
- High contrast backgrounds on interactive whiteboards to support visual differentiation
- Pupils able to visit Pastoral Lead if in need of support
- Opportunities for all reception children to attend Forest School

- All reception children screened using Speech Link screening programme
- Opportunity to use resources such as pencil grips, fidget toys, writing slopes, wobble cushions
- Write Dance – motor development programme for all reception children
- Pupil Voice through Pupil Leadership Team, School Council
- Playground and class buddies, Young Leaders and Peer Mediators to support lunchtime learning
- Promotion of Positive Behaviour policy statement consistently applied throughout the school
- Structured school and class routines
- School based reward systems: Sapphire Ties of Greatness, Star of the Week, House Points
- Class based reward systems, use of circle time and PSHE lessons to develop these
- Whyteleaf Wheel of Learning to promote positive behaviours for learning

### Wave 2 provision = Targeted catch up support for individuals or small groups to enable them to work at age-related expectations or above

- 1:1 reading
- Booster or catch-up groups
- ICT groups
- In class support from additional adult
- Dyslexia screening tool and follow-up focused interventions and support
- Coloured overlays to support reading where appropriate
- Individual task boards, mind maps and timetables to support organisation
- Personalised homework activities
- Personal laptop in class to support recording of some written work
- Intervention activities to be sent home as appropriate for continued practice
- Working memory assessment

- Speech Link assessment tool and group work
- Access to Clicker 6 literacy support
- Nesy reading and spelling programme
- OT group using Surrey Occupational Therapy Skills handbook
- Fine and gross motor skills development activities
- Thrive – small group social skills support
- Support at lunchtimes with friendship issues and development of peer relationships
- Forest School sessions for targeted groups
- Individual behaviour plans/ contact books/ reward systems
- Use of Social Stories and Comic Strip conversations

### Wave 3 provision = Additional highly personalised interventions for children on the SEN/D register

#### 1) Cognition and Learning

- Additional individual daily reading or Project X Code reading scheme
- Rapid Reading Catch up scheme
- Access to personalised laptop, use of Clicker 6 literacy support
- Nesy reading and spelling intervention
- Precision teaching
- Personalised visual timetable
- Input from specialist learning and language support services
- Individualised spellings

#### 2) Speech, Language and Communication

- Speech and Language support
- Input from Autism Outreach Team
- TEACCH baskets (a way of teaching skills in small chunks of learning)
- Basic Makaton (sign language)
- Individual plan following Speech Link assessment
- Individual timetable, visual resources, task boards and mind maps

<ul style="list-style-type: none"> <li>• Memory magic intervention</li> <li>• In class literacy/numeracy support</li> </ul>	
<p><b>3) <u>Social, Mental and Emotional Health</u></b></p> <ul style="list-style-type: none"> <li>• Thrive Practitioner 1:1 support session on a weekly basis</li> <li>• Use of Social Stories and Comic Strip Conversations</li> <li>• Play Therapy and Lego Therapy to support pupils in talking about and removing barriers to learning</li> <li>• Individual reward system/ home – school record</li> <li>• Peer mentoring (as appropriate)</li> <li>• Input from behaviour support service</li> <li>• Social Stories</li> <li>• Attention Autism Intervention – Bucket time</li> <li>• 5-point Scale Support</li> <li>• Educational Psychologist input</li> <li>• Personalised risk assessment</li> <li>• Morning meet and greet</li> </ul>	<p><b>4) <u>Physical / Sensory</u></b></p> <ul style="list-style-type: none"> <li>• Additional resources to support access to learning in class e.g enlarged documents</li> <li>• OT programme</li> <li>• Referral to occupational therapy support services / physiotherapy services</li> <li>• Individual risk assessment procedures to enable safe learning and participation</li> <li>• Support from Vision and Hearing Impairment support teams</li> <li>• Use of fidget toys, wobble cushions, writing slopes, privacy screens</li> <li>• Sensory resource pack</li> <li>• Sensory circuits</li> <li>• Individual medical plans</li> <li>• Personalised Evacuation Plans (PEEPS)</li> <li>• Support from sensory impairment team</li> </ul>