

"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

Success Plans

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 adapt?

- Adapted tasks to suit the needs of the learners
- Strategic pupil pairing/groupings
- Scaffolding with resources
- Adult support (Class teacher or TA)

SEND Provision Shrewton Primary School

Agencies we use for Support and Advice

- Speech and Language Therapy
- Behaviour Support Team
- ELSA Support Group
- Medical Professionals
- Educational Psychology
- SSENS Support Team
- CAMHs/PCAMHs
- Family Link Partner
- Teacher for Visual/Hearing Impairment
- The Bridge mentoring
- Young Carers

SEND Friendly Classrooms

- Visual timetables
- Now/Next Cards
- Visual/practical resources
- Quiet areas/Work stations as needed
- Learning breaks
- Extra thinking time
- Peer collaboration
- Calm room

How do we support an SEN child in Foundation Subjects?

'We adapt to meet individual children's needs'

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

Socially – we consider supportive partners/groups

Spelling/Writing – we share and discuss new vocabulary, provide alternative recording methods, scribe or shared write.

Reading interventions to support phonological awareness