DINGLEWELL JUNIOR SCHOOL

SEND PROVISION

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|  | **Cognition and learning** | **Communication and Interaction** | **Social, emotional and mental well being** | **Physical and Sensory (including S.I and H.I)** |
| **Quality first teaching for all, at all stages of their education** | | | | |
| **Promoting Inclusion**  **(Universal provision**  **Wave 1)** | Quality first teaching  Supportive learning environments-well organised and labelled  Adaptive teaching  Teaching assistants planned for to maximise impact  Small support groups  Considered classroom layout and peer support  Pre-teaching key vocabulary  Key vocabulary displayed  Scaffolding and writing frames  Visual aids  Use of ICT  Coloured overlays  Comic sans font  Homework club  Laptops and iPads  Maths sets  Extra curricular clubs and activities  Priority readers  Pastoral support  Analysis of assessment data  Transition meetings (Infants-Juniors, Juniors-Seniors)  Nessy  Essential letters and sounds | Adaptive teaching  Adapted teaching  Simplified language  Pre-teaching of key vocabulary  Visual timetable  Partner talk  Small group work  Mixed ability groupings  Visual aids  Routines  Extra curricular clubs and activities  Social stories  Key vocabulary displayed  Instructions in small steps  Processing time given  Repeat, not rephrase | Pastoral lead  Behaviour policy  Whole school and class rules  Whole school and class rewards and sanctions  Roles and responsibilities in class (monitors)  School council, librarians and eco warriors  Lunchtime quiet area  Movement breaks  Celebrating success  Praise  Calming music  Interactive lessons  Consideration given to seating  Rainbow room  Lego therapy | Flexible and adaptable teaching arrangements  Staff awareness of physical and sensory implications  Multi sensory approach to teaching  Consideration given to colour contrasts used on boards  Personalised instructions  Writing slopes  Noise reducing headphones  Pencil grips  Quiet space  Wobble cushions  Theraband  Putty/Blue tac/fidget toys  Enlargement of print  Individual copies of text  Reduced displays in classrooms |
| **MyPlan**  **(Wave 2)** | Small group interventions for reading, writing and maths  In class TA support  Extra transition times when moving up a year  Dyslexia screening  Precision teaching  Essential letters and sounds  Rapid reading  Reading scheme  Colourful semantics  Code  Barrier games  Write from the start  Apples and pears  Dancing bears  Now and next board  Equipment checklists  Timers  MyPlan reviews | In class TA/T support  Language for thinking  MyPlan reviews | In class TA/T support  Language for behaviour and emotions  Pastoral support and interventions  Lunchtime support  Forest school  Anger gremlin  Anxiety gremlin  Play therapy  MyPlan reviews | Adaptations where needed  Fizzy intervention  Sensory circuit programme  MyPlan reviews  Panathlon events |
| **MyPlan+** | Small group interventions for reading, writing and maths  In class TA support  Extra transition times when moving up a year  Advice and support from outside services including ATS and EP  Increased reviews per year | In class TA/T support  Language for thinking  MyPlan+ reviews  Advice and support from ATS/EP | In class TA/T support  Language for behaviour and emotions  Pastoral support and interventions  Lunchtime support  Advice and support from ATS/EP, Chance for change  MyPlan+ reviews | Advice and support from ATS/EP  Adapted PE curriculum  MyPlan+ reviews |
| **EHCP** | 1:1 support for areas identified  Transition support from Infants and onto Senior School  Access arrangements-scribes/readers, extra time  Amended timetables where necessary  EHCP reviews  Staff attend transition meetings  Adapted curriculum | 1:1 support for areas identified  Adapted curriculum  Advice and support from outside agencies including Advisory Teaching Service and Educational Psychologist, speech and language specialists  Access arrangements-scribes/readers, extra time  Adapted timetables where necessary  EHCP reviews  Staff attend transition meetings | 1:1 support for areas identified  1:1 lunchtime support  Movement breaks/quiet spaces  Adapted timetables where necessary  EHCP reviews | 1:1 support for areas identified  Adapted PE curriculum  Resources provided by outside support  Access arrangements-scribes/readers, extra time  Adapted timetables where necessary  EHCP reviews  Staff attend transition meetings |