



Whipton Barton Federation

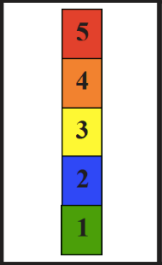
Universal provision and classroom strategies/practices for SEND

We have 3 levels of SEND provision:

- Tier 1 is provided through the universal practices, with ‘in class’ interventions and some additional support for academic expectations.
- Tier 2 includes research based intervention programmes with targeted outcomes, in class support, provision and specific SEND practices for academic needs, social development and emotional wellbeing. These children have personal provision maps.
- Tier 3 enables us to build in bespoke practices, care plans, additional support and alternative provision for our children with complex challenges and specific barriers to learning.

		Tier 1 - each class has	Tier 2	Tier 3
	Assessment tools	TRUGs Reading Recovery Hodder spelling	One minute test Salford reading test	Five minute maths Counting to calculation Fair and equal / Mind the gap
Cognitive Learning – difficulties with maths	English	Provision and strategies <i>Literacy and Numeracy medium and weekly planning includes:</i> <ol style="list-style-type: none"> 1. list of SEND children 2. planning includes SEND chn / grps 3. differentiated outcomes for specific SEND chn / groups 4. . differentiated tasks and specific SEND provision for individual/groups of children in the lesson 5. specific equipment, resources 	Literacy: <ul style="list-style-type: none"> • Over lays for reading • Lit & maths books with buff paper • Pencil grips & writing slops, seat wedge • Letter formation prompt card • Grapheme prompts and/or THRASS charts • Personal word bank • Reminder ‘pop-up’ card & post it note in their books • Speed reads / writes (sheets) • One min test • 3 read approach • Cloze procedure activities to scaffold writing 	Literacy: <ul style="list-style-type: none"> • Reading recovery programme • Project X • Precision teaching • Toe by Toe • Stairwell to spelling • Colourful semantics (sentence structure) Maths: Plus 1 (Toe by Toe) maths Number Stacks – intervention Precision teaching Bespoke maths resources

	<p>6. use of additional support - eyes on / check in.</p> <p>TRUGs – intervention R to Y6</p> <p>White Rose maths ‘small steps’</p> <p>Use of success criteria so chn know if they are being successful.</p> <p>Touch typing programme</p>	<ul style="list-style-type: none"> • BROGY (sentence structure) • Sound buttons: think it – say it – write it • Dragon speak • Clicker 7 (site license) <p>Maths:</p> <ul style="list-style-type: none"> • Counting to calculating / Mind the gap • 5 minute maths • Pre-teaching - concepts, skills how to use resources <p>Table resources</p> <ul style="list-style-type: none"> • Grapheme (THRASS) prompts • Maths equipment (numicon, bead strings, dennes, counters) 	
Alternative provision			PLP - small group personalised learning provision – there are 3 PLPs across the schools (EYs, KS1 and KS2)

		Tier 1 each class has	Tier 2	Tier 3
	Assessment tools	<ul style="list-style-type: none"> Devon graduated response tool - CI 	<ul style="list-style-type: none"> Strengths and difficulty questionnaire 	<ul style="list-style-type: none"> AET – progression framework
ASD and ADHD	Provision and strategies	<ul style="list-style-type: none"> Class visual timetable – each session is placed in the ‘done’ wallet when it is finished. 5 Point Scale <div style="text-align: center;">  </div> I understand / I don't understand prompt card 	<ul style="list-style-type: none"> Sensory activities - with an ‘in class’ resource tray Visual prompts – i.e. ‘break out’ time (where they can have a sensory activity from their tray) Now & Next and task planner & break out time – motivator Wobble cushions, fiddle things, timers Social stories – comic strip conversations, consequence chart Bespoke transitions time to support breaktime to classroom End of day routine – closure of school day to be ready for home. 	<ul style="list-style-type: none"> Work station in class Learning Jig & task planner Break out time – with an ‘in class’ resource tray & timer Daily timetable includes a sensory programme 5 point scale – with personalised what you do when... Wobble cushion Visual prompts – i.e. not available, stop, a photo which staff put where they want the child to sit, I understand / I don't understand prompt card Social stories Comic strip conversations Consequence chart
	Alternative provision	Thrive	(Forest School - group) Lego Therapy JASS award	PLPs (EYs, KS1, KS2) AET programme Life skills programme / bespoke provision ‘Lunch bunch’ provision Break out space

		Tier 1 - each class has	Tier 2	Tier 3
	Assessment tools	SALT initial screener Working memory assessment	Speech and Language link I can...	Wrenfew vocabulary assessment (Talk Matters assessment tool)
Speech, language and communication	Provision and strategies	<ul style="list-style-type: none"> Class visual timetable – each session is placed in the ‘done’ wallet when it is finished. Talk matters – universal practices and approach (6 core strategies) EYs and Y1 	<ul style="list-style-type: none"> I don’t understand prompt cards: (lang Link resource – the child is asked to decide which card best describes why they cannot understand and give that to the adult) Speech and language programmes (SALT) – which school staff deliver In class practices – SALT, CiT and/or EP reports recommendations for individual children. Use of check in and ‘eyes on’ adult Pre-teach vocabulary, subject specific words – personal word banks Sound buttons / dictation progs 	<ul style="list-style-type: none"> Sp&lang intervention and specialist programmes (SALT, CiT) Use of visual prompts to support understanding / language Stop and think visual prompt Task planners
	Alternative provision		Forest school EYS – EAL chn Lego therapy Woodpeckers (sp&lang groups)	Willow PLP & Woodpeckers KS1 PLP KS2 PLP

		Tier 1 - each class has	Tier 2	Tier 3
	Assessment tools	Thrive whole class screener	Thrive individual assessment	AET – assessment framework Conners - scale Strength and difficulties questionnaire
Social and emotional (SEMH)	Provision and strategies	<ul style="list-style-type: none"> Whole class Thrive assessment at the start of the school year (class teachers – undertake this) Staff meeting (September) All teaching staff, SLT and thrive practitioners attend Thrive approach – 7 development strands (A3 hand out to teaching staff) <p>Staff meeting:</p> <ol style="list-style-type: none"> Revisit Triune brain, VRFs, development strands, healthy and unhealthy behaviours / characteristics Review whole class assessment and teachers draft a whole class action plan – supports classroom practices, behaviour management and some aspects of the curriculum Discuss T2/3 chn and agree chn who need an individual assessment / Thrive programme. 	<ul style="list-style-type: none"> Thrive practitioners work with teaching staff to undertake the individual assessments. These are reviewed with the SENDco and agree the programme/provision Provision maps – reviewed each term <p>In class practices:</p> <ul style="list-style-type: none"> I don't understand prompt cards: (lang Link resource – the child is asked to decide which card best describes why they cannot understand and give that to the adult) Stop & think / get yourself ready – visual prompts. Time in with a trusted adult (class teacher) Bespoke classroom/school practices, routines, strategies – mapped on the child's provision map 	<p>Main provision for children with a significant interruption is the individual Thrive programme with the Thrive practitioners.</p> <p>Bespoke 'in class' practices, key relationships with agreed 'trusted' adults.</p> <p>Behaviour care plans.</p> <p>Thrive practitioners and/or school family support worker - work 1.2.1 with parents.</p> <p>Parent course we offer (Family learning, Solihull and Timid to Tiger).</p> <p>Practices and in class support:</p> <ul style="list-style-type: none"> Work station in class Task planners Break out time – with an 'in class' resource tray & timer 5-point scale – with personalised 'what you do when you are at...' Visual prompts – i.e. not available, stop, a photo which staff put where they want the child to sit, emotional ques

		5 point scale and consequence chart	<ul style="list-style-type: none"> • Thrive group sessions, draw and talk, stay and play 	<ul style="list-style-type: none"> • Social stories – cartoon strip conversations (Karen E), consequences chart
	Family Support	Courses we run in school: Solihull Timid to Tiger Family learning	Family support worker: <ul style="list-style-type: none"> • Home Thrive assessments 	Early Help and Right 4 chn
	Alternative provision	'In class' universal practices, routines, strategies. The action plan – informs PHSE, curriculum, classroom organisation and enrichment.	JASS project (junior Duke of Edinburgh award) Lunch Bunch Forest school group sessions	Forest school - individual sessions Play Therapy PLP - small group personalised learning provision – there are 3 PLPs across the schools (EYs, KS1 and KS2)

		Tier 1	Tier 2	Tier 3
	Assessment tools		Fun Fit High Five assessment (fine motor)	
Physical development (medical practices)	Provision and strategies	Bike ability Swimming – all chn y3-6 to swim 25ms	Fun fit programme – Premier sports 3xs week (Y2 – Y6) Fun fit programme – Y1 JASS award	Bespoke OT/Physio programmes Personalised provision (for example sustrans coaching to learn to ride a bike) JASS award (alternative provision)
	Medical practices	RAG system – in the staff share drive (updated termly by KE – KS2 and PW infants)	IHCP	IHCP

		Tier 1	Tier 2	Tier 3
	Assessment tools		Babcock assessment pack	
EAL	Provision and strategies	<p>Talk matters 6 core strategies – EYs and year 1</p> <p>Universal approach to introducing/teaching vocabulary – in context</p> <p>Forest school (talk in the woods - EYs)</p>	<ul style="list-style-type: none"> • TRUGs – pictures (box 1 to 3) Word association to given everyday subjects • Brogy – basic sentence structure and word groups (i.e. nouns, verbs, adjectives, pronouns) • 5 minute maths Box – counting and number knowledge to 100, introduction to money, shape, time • Simple sequencing games/story boards • Book – You choose 	<p>Buy in additional provision from EAL advisory teacher</p> <p>Buy in the interpreter service for meetings with parents</p> <p>Home language assessment</p> <p>SALT – refer to and link with EAL service</p>
	Alternative provision		1:2:1 or small group intervention in school	