

SEND Provision and Intervention

At Broughton Jewish Cassel Fox Primary School, it is our aim to provide all children with an inclusive education, giving them the best possible chance to reach their full potential. We strive to raise achievement and aspirations for all children.

The table below outlines the different aspects to a child's learning, and our school offer, to ensure that all of their needs are met. Much of this is what is provided from within school but it also includes outside agencies and advisors that come into school to offer further support.

Wave 1: shows what all children have access to throughout school to ensure their development and progression. Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others.

Wave 2: shows extra interventions that we can put in place for individuals or small groups who need a little bit of extra support to fulfil their potential.

Wave 3: shows the range of more intense interventions that can be accessed for children requiring more support.

We regularly monitor and assess our children to ensure that the need for extra support is spotted early and implemented quickly. This make sure that all children are on track to achieve as well as they possibly can.

| Wave 1 - Universal provision available for all pupils irrespective of need | Wave 2 - Additional or different to provision expected through 'Quality First' Teaching (QFT) | Wave 3 Additional or different provision |
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| Visual timetables Seating plans Talk partners/ interaction strategies in lessons Targeted questioning Positive reinforcement for behaviour Differentiated work/ extra time Brain/movement breaks Vocabulary prompts Chromebooks iPads Practical maths apparatus Small group teaching for core subjects (around 15 pupils) Designated ERIC time and strong promotion of a love of reading Read, Write Inc phonics (Nursery to KS1 and KS2 as needed) Structured spelling and grammar scheme taught daily RWinc | Black Sheep Press programs <i>Talkabout</i> Lego-therapy Time to Talk Salford LSS early language program Morning Club Meet and greets Anxiety Gremlin Daily reading Precision teaching Plus 1/ Power of 2 Dyscalculia Toolkit Co-ordination Matters Pastoral team Sensory room EdShed (Maths and Spelling) Additional phonics (group and 1:1) Additional Maths Support (1;1, 1;2 or small group) Increased visual aids / modelling etc. Toe by Toe Nessy Spelling Shed | Outside agencies Speech and Language support - 1:1 speech therapist Play therapist Art therapist Occupational Therapist Educational Psychologist School Nurse PIT (Pupil Intervention Team) CAMHS CBT with i-Reach Learning Support Service (LSS) Delivered through school via outside agency support, or high level need dictates it is necessary Teacher or TA delivering speech therapist devised support programme Nurture intervention Social groups Year 6 transition support Individualised behaviour support plans SpLD teaching sessions |

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| <p>Whole Class Guided Reading - Mixed ability pairs differentiated activities for application of skills Cross curricular secular and Kodesh lessons/ days Whole school PSHE program Lunch time organised sports/games with Topic based planning to enhance links in learning Foundation subject skills taught through Kodesh Clubs- sport and other interests</p> | <p>Maths Shed</p> | |
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