Graduated Provision at Holy Infant and St Anthony RC Primary School

Area	Cognition and Learning	Communication and Interaction	Social, Mental Emotional Health	Sensory and/or Physical
How SEN pupils are identified	• Formative teacher assessment within class • Use of summative assessments • Monitoring of progress made across a range of subjects • Pupil Progress meetings • Ladywood referral by SENCo • Observations by Ladywood • Diagnostic tests linked to specific areas of concern in setting • Assessments by external professionals	• Information from parents • Information from Speech & Language therapists following referrals in or out of school • Formative assessment of communication development • Ladywood Observations • EP Assessment • Assessments by Speech and Language Therapists in setting • Health agencies	• Information from parents • Monitoring of progress in related areas in EYFS • Observation in class, playtimes, lunchtimes • Behaviour logs, changes in attitude etc. • Boxall Profile	• Information from parents/health visitors/school nurse • Age-related checks e.g. vision/hearing • Observations in P.E. at playtimes
How is the child/young person who has SEND assessed.	• Diagnostic tests linked to specific areas of concern (in – house) • Assessment by external professionals • Pupil Progress meetings • Assessments by class teacher • Support staff and other additional adult feedback	• Assessments by Speech and Language Therapist SLA and referred by school • Ladywood Outreach • Health – school nurse • Class teacher assessments • Support staff and additional adult feedback	• Concerns raised by class teacher and or parent if additional strategies are needed to support the pupil.	• Additional support to advice needed to assist pupil to access full curriculum in school.

Graduated Provision at Holy Infant and St Anthony RC Primary School

Type of SEND provision made throughout the school.	• 1-1 support • Small group intervention • 1-1 sessions	• Speech and Language programs • Talking partners • Time to Talk	• Nurture • 1-1 Sessions with Behaviour, Mental Health and Well – Being Support Lead • CAHMS strategies • Strategies from Ladywood Outreach • Small group work	• Sensory support service • 1-1 sessions • Occupational Therapy strategies • Physiotherapy activities.
How the curriculum and / or school environment is adapted for pupils. *Wave 1*	• Differentiated curriculum planning, activities, delivery and outcomes • In-class targeted teacher support • In-class targeted TA support • Increased visual aids/modelling etc. • Mini breaks to help with concentration • Visual timetables • Use of writing frames • Access to ICT- I pads • Access to on-line activities e.g. blogging sites • Individual or group reading • Reading corners • Guided Reading sessions in all classes • Literacy and Numeracy working walls • Letter and Sounds • Access to differentiated homework • Pastel background on whiteboards • Instructions are chunked	• Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words • Increased visual aids, modelling etc. • Individual visual timetables • Word banks • Now and then boards • Wellcomm assessments • Structured school and class routines • Visual symbols used by class teachers • Repeated/Chunked instructions • Talk time in lessons to process thoughts and ideas • Non – verbal communication • Mind maps • Verbal cues activities are about to finish • Talking partners	• Whole school behaviour policy • Meet and greet in the mornings • Key adult identified • Whole school rules • Whole school rewards and sanctions systems • Class rewards and sanctions • Extra-curricular clubs • Whole school assembly/ worship • Circle Time/ PSHE focused work • Class assembly • Clubs • Positive feedback from adults /peers • RAG sheets completed by class teachers • Emotions monitor • Social stories / comic strips • Visual timetables • Access to a safe place	• Flexible teaching arrangements • Staff aware of implications of physical impairment • Accessibility of classrooms/school building • Designed zones of play on school yard e.g. quiet zones • Physical activity – variety of equipment for P.E / Lunchtime play equipment • Tasks chunked to allow each part to be mastered one by one • EYFS outdoor provision area • Multi- sensory teaching • Mini breaks to help with concentration • Weekly PE lessons • Health Care Plans

Graduated Provision at Holy Infant and St Anthony RC Primary School

How the curriculum and / or school environment is adapted for pupils. *Wave 2* *Targeted Group Interventions*	Target group support – Literacy and Numeracy Additional individual reading support focusing specific skills Peer group support during learning In class support from TA Dyslexia Screening test Individual interventions planned Pre teaching of specific vocabulary. Talk time with an adult to process thoughts and ideas Symbols children use when they need additional support from key adults. Individual work station	Weekly support form a speech and language (SLA) Time to Talk activities High Level of TA support per class. Support with listening skills Interventions planned by class teachers Talk time with an adult to process thoughts and ideas.	Learning Mentor 1-1 Individual target / reward systems Key adult identified Meet and greet in the mornings Positive check-ins SLT /Learning Mentor ABC charts Mindfulness activities	Additional fine motor skills interventions In class support for supporting access and safety. Allergy training Writing slopes Pencil grips Moving and handling training PEEPs
How the curriculum and / or school environment is adapted for pupils. *Wave 3*	Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support Individual/small group phonics support Advice and support from external agencies Speech and Language Therapists, Educational Psychologists, Ladywood Outreach. Exam concessions Use of Ladywood P scales Individual Readers – Teacher /TA	1-1 support developing a wider vocabulary 1-1 Support from Speech and Language therapist Speech and Language support/advice for teachers ICT programmes on laptops Individual visual timetables VISUAL PROPMTS Advice from EP Advice/ Strategies /support from Ladywood Outreach service Ladywood schemes of work linked to P scales	Small group or 1:1 social skills Individual reward system Anger management interventions Advice from Educational Psychologist Behaviour Reporting system Transition Booklets for individual pupils Social skills interventions CAHMS phone calls with parents	Individual support in class during appropriate subjects / break times and lunch times Occupational therapy liaison Occupational Therapy programmes Access to iPads 1:1 Use of appropriate resources e.g. adapted chairs Advice from Educational Psychologist Advice from Ladywood Outreach Service Advice from Thomasson Memorial school

Graduated Provision at Holy Infant and St Anthony RC Primary School

How the effectiveness of the provision is evaluated.	Progressed tracked each half term across the curriculum. Pupil Progress Provision Mapping	Speech and Language assessments completed. Caseload Meeting with Ladywood Outreach	Interventions reviewed and updated regularly Meeting Learning Mentor and SENCo	Regular visits from external agencies to monitor progress of individual pupils.
How does Holy Infant and St Anthony's ensure the inclusion of pupils with SEND in activities outside the classroom (including school trips and after school clubs)?	All children have access to and participate in an inclusive and enriching curriculum. Any additional needs or considerations included in risk assessments. Additional staffing ratios where needed.	All children have access to and participate in an inclusive and enriching curriculum. Any additional needs or considerations included in risk assessments. Additional staffing ratios where needed.	All children have access to and participate in an inclusive and enriching curriculum. Any additional needs or considerations included in risk assessments. Additional staffing ratios where needed.	All children have access to and participate in an inclusive and enriching curriculum. Any additional needs or considerations included in risk assessments. Additional staffing ratios where needed.
What training are the staff teaching and supporting pupils with SEND have?	Ladywood Outreach discussions with class teachers to support and implement strategies.	Speech and Language therapist discussions to support and implement strategies.	EP discussions with SENCo and class teacher.	Teachers given advice and recommendations from Sensory Support service to work with children.

Graduated Provision at Holy Infant and St Anthony RC Primary School

How is equipment and facilities to support pupils secured.	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in an annual review and priorities are identified to best support each pupil.	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in an annual review and priorities are identified to best support each pupil.	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in an annual review and priorities are identified to best support each pupil.	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in an annual review and priorities are identified to best support each pupil.
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)	Educational Psychologist Ladywood Outreach School Nurse Speech and Language Therapist Start Well SEND Bolton Information and Advisory Service ACIS	Speech and Language Therapists Ladywood Outreach Educational Psychologist Visiting Nurses School Nurse Start Well BSCIP Bolton Information and Advisory Service ACIS	Behaviour Support School Nurse Educational Psychologist CAHMS Integrated Community Paediatrics Bolton Information and Advisory Service	Occupational Therapists Physiotherapists School Nurse Educational Psychologist Integrated Community Paediatrics Bolton Information and Advisory Service Sensory Support

How are pupils with SEND supported during transition?	Where appropriate, prior to starting at Holy Infant and St Anthony's the Early Years Team meets with staff from feeder nurseries so that the children can make the best start at the school. Where a child presents with additional needs a meeting may be arranged with parents prior to the child starting school to identify any additional provision and to discuss any specific concerns. When children move between year groups, class teachers share information about pupils. The new class teacher will meet their new class in a transition day towards the end of the Summer term. Children with SEND will visit their new class several times during the Summer term. Progress data and other information is passed on the teachers are able to access any information from previous years. Year 6 pupils will have additional transition days to their High school in liaison with Ladywood Outreach service, where appropriate. All necessary paperwork will be transferred at meetings with High School SENCOs and teaching staff. Transition paperwork will be completed by class teachers for transition to High school.