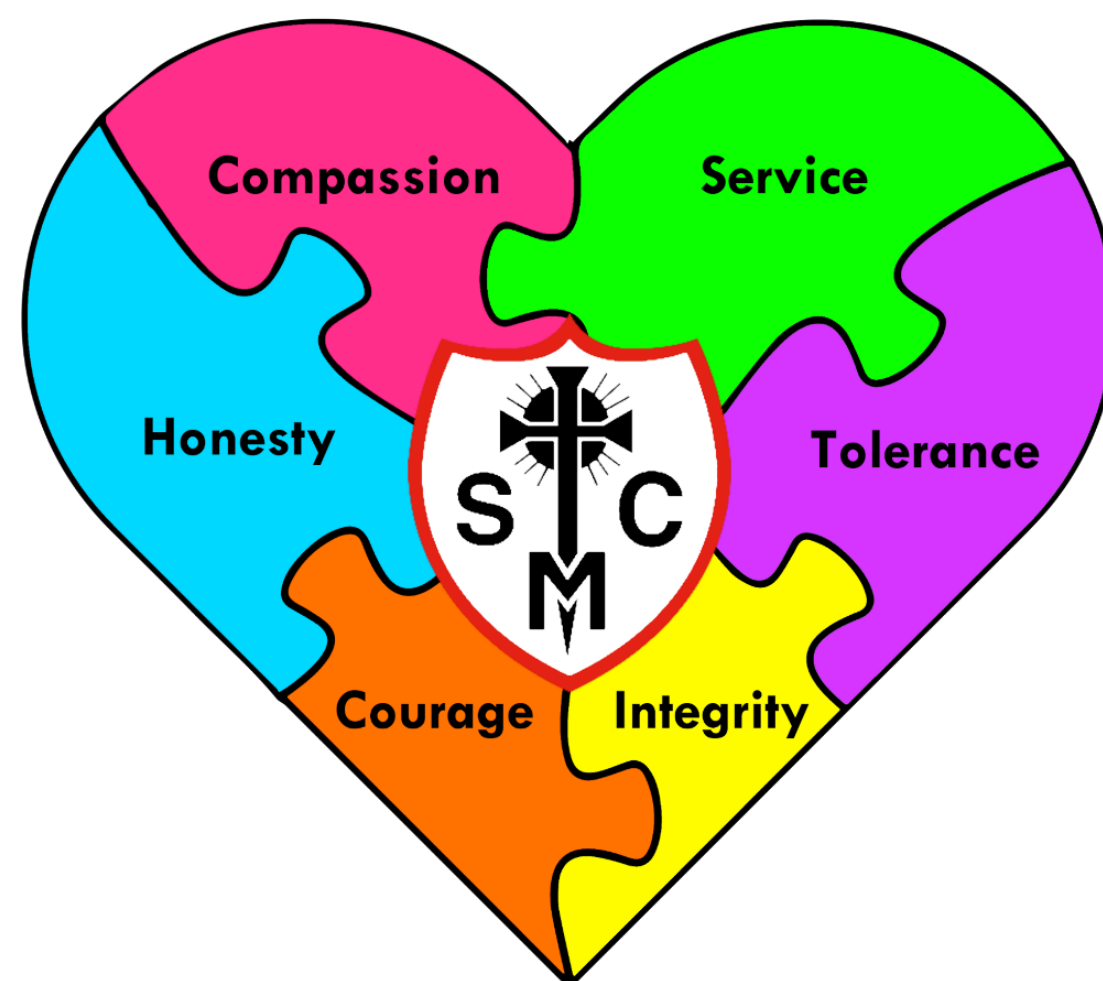


St Margaret Clithrow's School Offer



“Love one another as I have Loved you,”

John 13:34



St Margaret Clitherow Catholic Academy School Offer

1

St Margaret Clitherow Catholic Academy is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We recognise that the quality of teaching within the classroom has the greatest influence over children's progress. We therefore invest in training, resources and monitoring to ensure our classrooms are an inclusive place for all our children. This is known as the 'Wave 1' or 'Universal teaching'.

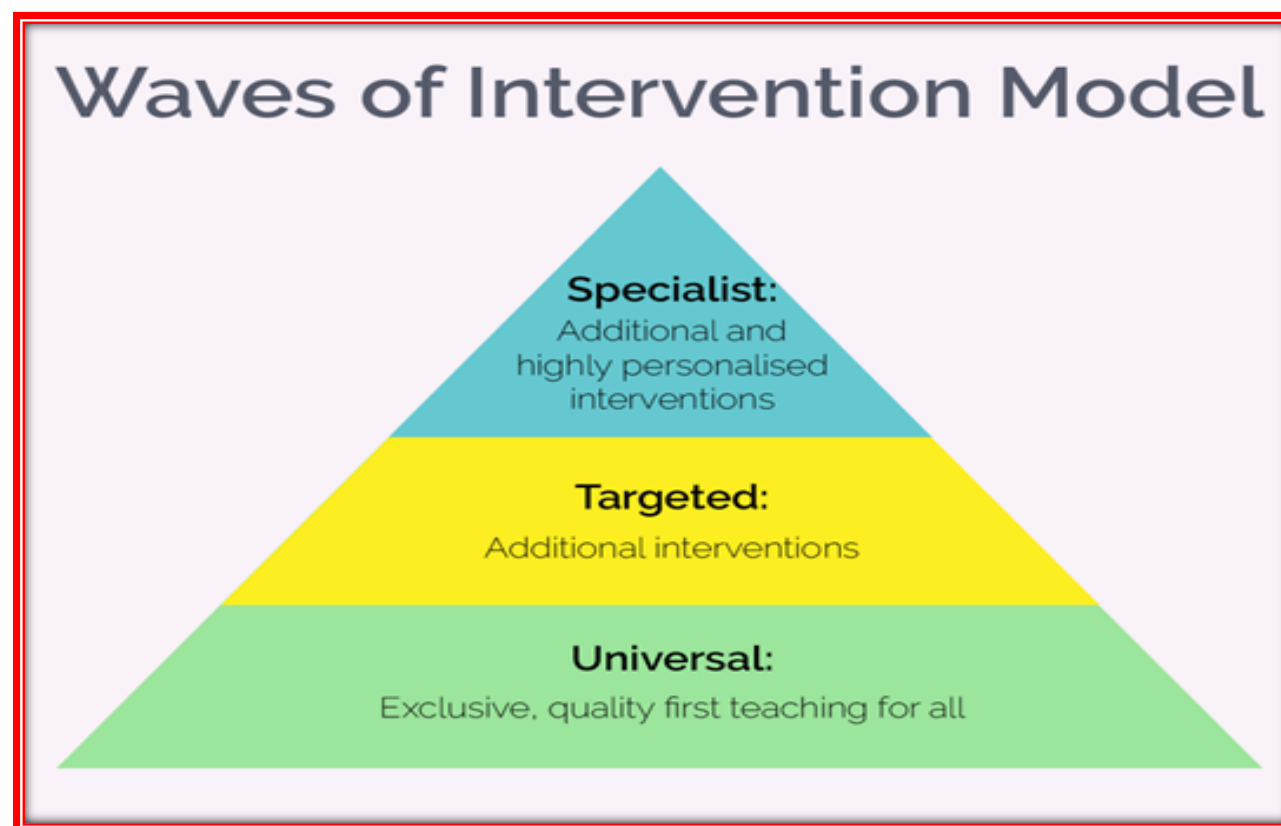
Some children need additional and different support to meet their needs, which is not necessarily available to or needed by all children. This is known as 'Wave 2' or targeted support. It can happen both inside and outside the classroom, in small groups or one to one. Targeted support is planned for most children with SEND and is based on individual need. These interventions are subject to regular review to ensure that they are having the desired impact. A range of interventions are used within the school and these can be found in the grids within this document. We use some interventions with a known track record of success, as well as self written interventions. We keep a close check to make sure they are working.

A child identified as having SEND also receives 'Wave 3' or specialist provision. These may be provided individually or in a small group, and the support provided is personalised to enable the child to achieve his/her potential. This support is additional to or different from the everyday curriculum for that class and is detailed in an Individual Learning Support Plan. This plan is prepared by the class teacher, overseen by the SENDCO and is reviewed regularly. It may also include provision/ advice from an external agency or professional, such as a Speech and Language therapist, the ASD team and LST team. Pupils with an Individual Learning Support Plan may also be eligible for HLN (Higher Level Needs) Funding which will be bid for by the school. If a child's needs cannot be met by the support identified in Wave 3, parents and school may decide to apply for an Education Health Care Plan (EHCP). It is school policy that children will take part in at least two termly cycles of SEND support before making an application for an EHCP. Every child is unique so the pattern of support would reflect this. If extensive 1:1 support is required, we would typically use more than one adult to provide it. This is because 1:1 work can become too intense for both adult and child, but also because in the event of staff sickness the child is not left working with an unfamiliar person.

Our provision map is arranged in three 'waves' of teaching as outlined in the diagram and explained above. Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review". If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. Our provision map shows the types of provision that we offer as a school.

"You are a child of God... You are wonderfully made, dearly loved and precious in his sight. Before God made you, He knew you... there is no one else like you!"

Psalms 139



Universal Provision (wave 1) Inclusive Quality First Teaching
Provision for all

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health Including ADHD
• The classroom environment supports learning through models, images, a range of visuals and key vocabulary • Extra thinking time to respond to questions and in discussions • Vocabulary rich classroom • Vocabulary rich curriculum • VIPERS sessions run in class • Instructions given in small chunks • Check-ins throughout lessons • Adaptive curriculum planning, activities, delivery and outcome e.g. simplified language • Talk partners • Opportunities created for discussions • Peer support • Flexible groupings • Structured school and class routines • Buddy System	• High expectations of children and appropriate challenge for all • Using mixture of visual, auditory and kinaesthetic activities in lessons • Adaptations of curriculum planning and of tasks set in class • Additional resources to scaffold learning • Adaptive delivery • Adaptive outcomes • Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. • Teachers adapting questioning in lessons • TA class support • Practical resources readily available • Increased visual aids, images and diagrammatic representations • Use of writing frames, stem sentences and word banks • Rosenshine principles threaded into lessons • Metacognition principles • Teachers use the EEFs 5 a day teaching principles • Working walls	• Flexible seating arrangements • Handwriting/fine motor skill programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment • Construction (EYFS) • Range of Tools and Materials e.g.brushes/pencils, collage • Range of equipment & opportunities for balancing, exploring etc. (EYFS) • Brain gym exercises • Sand and water play (EYFS) • Provision of left-handed equipment • Written signs for class labels in classes • Trim Trail • Seating arrangements (r-handed, l handed etc) • Suitable lightening to support learners • Reduction of background noise • Verbalising what is being written and shown on the board	• Whole school behaviour policy – The St Margaret Clitherow Way • School values and weekly school values champions • Positive behaviour strategies • Structured school and classroom routines • House Points systems • Class base rewards • Weekly achievement assemblies • Consistent and progressive sanction system for when rules broken • Staff meet and greet in the mornings • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • PSHE lessons • Mental Well Being PSHE curriculum • Playground friends and buddies available • Restorative approach • Mental Health week • Celebration of the world • Liturgies and prayer areas to support emotional and spiritual development

Targeted Provision (Wave 2)

Provision for needs that are additional and different

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health Including ADHD
• Additional sentence starters and writing frames • Talking tins • Alternative recording of ideas and thoughts • Additional support from an adult • Referral to SALT • Talk Boost • 1:1 time to develop targets set by SALT • Model good use of language • Now and Next books • Pictures of reference • Individual daily timetables • Additional use of visuals and models • Introduction of signs (Makaton) • Small social skills group • Flexible grouping	• Additional visual aids/resources. • Coloured overlays/reading rulers. • Additional reading 1:1 reading • Rapid catch up phonics • Small group targeted support to close gaps in core subjects (eg. Number fluency, spelling, phonics). • Use of small steps to plan provision in reading, writing or maths. • Precision teaching. • Pre-teaching. • Additional assessment by SENCO/outside agencies. • Targeted adult support in lessons, either for an individual or a group. • Homework adjustments. • Personalised practical equipment • Work stations and blueprints • Printed copies of lesson slides • SNIP programme of spelling • Use of technology	• Enlarged texts. • Fiddle tools. • Chewelley/chew pencil toppers. • Individual health care plans and risk assessments. • Fine motor skill groups • Sloping board for desk. • Specialist resources (e.g. lap weights and wobble cushions). • Targeted adult support. • Specific seating position in classroom/on the carpet • Carpet cushions/spots • Use of a laptop. • Movement breaks. • Ear defenders. • Modified pens and writing equipment • Colour of background paper/whiteboard • Sensory breaks • Reading tracker • Adaptations to the classroom environment • Personal Care	• Additional support at break time or lunchtime. • Friendship circles. • 'Meet and greet' from key adults at transition points. • Individual reward system. • Social stories. • Transition support. • Routes to Inclusion • 1:1 mental health sessions (weekly) • Regular contact with parents • Worry books • Calm space

Specialist Provision (wave 3) Provision for specialist needs The children may be eligible for HLN funding The school may apply for an EHCP for those children that have received 2 terms of provision at wave 3				Specialist Provision for specialist needs
Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health Including ADHD	
• Input from speech and language support (SALT) – 1:1, individual targets. • Individual visual resources – timetable, task board, phonics mat. • Input from ASD Team • Use of communication tools such as PECS and signing Makaton. • Intense interaction • Additional 1:1 support	• Personalised 1:1 interventions Toe by Toe intervention, Stairway to spelling intervention, success with times tables • Individual targets records on a Learning Support Plan and provision map • Intensive support from additional adults • Support from external agencies – LST, ASD team, SALT, BST, EP	• Physical/sensory additional support in class/during PE/lunchtimes. • Sensory diet. • Referral to occupational therapy/physiotherapy/physical and sensory support service. • Access to specialist equipment (e.g. chairs) as needed. • Involvement of hearing specialist/vision specialist teacher and adjustments made according to advice given. • Individual risk assessment • Individual care plan • If needed, 1:1 support from a LST	• Targeted social skills work – 1:1 or small group. • Individual behaviour plan. • Referral to BST • Referral to CAMHS • Routes to Inclusion • Personalised risk assessment • Daily mental health sessions • Personalised safe space	