



## St Paul's C of E Primary School's local offer (November 2024)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs). Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review cycle.

You can find details of Bradford's Local Offer here: <https://localoffer.bradford.gov.uk>

If a child has an Education, Health and Care Plan, then we provide the support detailed in their individual plan.

Our offer at Quality First Teaching, School Support and School Support + for each area of SEND is described below. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils we serve within our community.

This covers provision in the 4 areas of need: 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health 4. Sensory and/or Physical Needs

Our Special Educational Needs Coordinator is Mrs Lauren Evans who is accredited with the national award for Special Educational Needs. The named Governor is Tracy Isherwood. For further information and enquiries please contact 01274 679183.



# Universal Offer

Inclusive Quality First Teaching for **all** pupils

Universal describes quality first universal teaching which considers the learning needs of **all** pupils in the classroom. This includes adaptive teaching and learning as well as creating an effective learning environment. This is the first step to supporting children who have or may have SEND.

## Targeted provision

Additional support/interventions to support children getting to ARE.

Targeted provision describes specific, additional and time bonded interventions provided for some pupils who need help to accelerate progress. Some children's needs may also be being supported through external agencies. Children may be on the SEND register at SEND support level in line with Bradford Matrix of Need.

## Personalised Provision

Personalised provision describes provision that is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress and/or enable children to reach their potential. This may include 1:1 or specialist interventions. Children may be on the SEND register at SEND support level or may require statutory assessment or have an EHCP.

## Communication and Interaction

This version of the provision map is correct as of November 2024 and may be subject to change. It will be reviewed annually.



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Universal

**Quality First Teaching for ALL pupils**

- Additional processing time
- Afterschool clubs
- Breakfast club
- Widget resources
- Computing equipment (laptops, I pads, voice recorders)
- Key words/word bank
- Visual timetable with widgets in every classroom
- Widgets in every classroom are standardised across the school
- Modelled interaction
- Group work
- Rainbow days/Rainbow worship
- Targeted questioning
- Transition support for EYFS-KS1-KS1-KS2
- Modelled speech and language
- Sequencing activities
- Structured school and class routines
- Blank level questioning
- Whole class circle time
- PSHE lessons
- Word banks
- Use of working walls
- Practical, pictorial, abstract model
- Retrieval questions across the curriculum
- Drawing Club across EYFS and Y1

Targeted provision

Catch up/additional provision for some pupils

- Launchpad for Literacy
- WELCOMM for Early Years
- Little Wandle Phonics interventions
- Personalised visual timetable
- Pre and post teaching
- Time to talk
- Social stories
- Social communication programmes
- Lunch time clubs
- Therapeutic story writing
- Magic bag (in a small group)

Personalised Provision

High level of personalised provision for a few children

- Personalised individual timetable
- Access to our Ark provision
- Basket time
- Now and Next board
- Objects of reference
- Intensive interaction
- Mirrored play
- Using gestures and action cards
- Reduced language using the say less and stress, go slow and show approach
- Early interaction games
- Building opportunities to play alongside/with other children in small groups
- Magic bag 1:1
- Ready steady go game
- Teaching specific Makaton symbols
- Blank levels intervention
- Communication boards

## Cognition and Learning

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**Universal**

### Quality First Teaching for ALL pupils

- Termly pupil progress meetings
- Task boards
- Targeted additional adult support
- Rigorous tracking and analysis of data
- Regular home learning
- Real life context to learning
- Pre-teaching
- Pitched questioning
- Peer and self- assessment
- Paper handouts of on screen text where needed
- Modelling of skills
- Computing is used to enhance and support learning
- Use of technology is weaved throughout the curriculum to support children as needed
- Feedback to parents at least termly
- Effective marking and feedback
- Dictionaries and word mats
- Coloured overlays and slanted slopes where needed
- CPD for staff
- Classrooms are well organised leading to independence for children
- Challenging learning opportunities
- A broad and balanced curriculum
- Our Bradford project
- Use of widget task cards
- Widget symbols and actions/widget vocabulary boards
- Writing frames
- Rainbow retrieval

### Targeted provision

Catch up/additional provision for some pupils

- Targeted adult support in lessons
- Additional visual aid resources including task boards, check lists and prompt cards
- Over learning opportunities in small groups
- Pupil passports
- Booster opportunities- SATS clubs
- Use of talking tins and immersive reader
- Dyslexic friendly classrooms
- Marvellous Max intervention (maths Y1)
- Arithmetic interventions across school
- Times table interventions through Times Table rockstars

### Personalised Provision

High level of personalised provision for a few children

- Additional equipment as identified for needs
- Touch typing programme
- Clicker (writing)
- Directed additional adult time to support access to the curriculum
- Sensory breaks (sensory circuits)
- Additional training for staff to deliver specific programmes
- Alphabet Arc
- Precision teaching
- 1:1 teaching
- Magic bag
- Basket tasks
- PIVATS assessments and personalised provision
- Access to our additional provision



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## Social, Emotional and Mental Health

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### Universal

#### **Quality First Teaching for ALL pupils**

- Collective worships reinforce positive values and behaviour
- Our Rainbow Compass values
- Whole school positive relationships policy
- Restorative practice used throughout school
- Timers for turn taking
- Open door policy with regular feedback to parents
- Worry box
- Up to date safeguarding training for all staff
- Structure school and class routines
- Play time clubs
- Lunch time clubs
- Poor/late attendance monitored
- Breakfast club
- Family support worker- Mrs Moore
- Positive expectations around behaviour
- In class reward system- Class Dojo
- Each classroom has a regulation station
- Emotions register in every classroom
- My Happy Mind programme
- Support from a Mental Health Champion
- Play leaders
- Playground buddies
- My Happiness Heroes (bridge builders- school council)

### Targeted provision

#### Catch up/additional provision for some pupils

- Individual reward systems
- Sensory circuits sessions as needed
- Nurture sessions around Anxiety led by Mrs Moore
- Time to talk
- Social skills group
- Support with co-regulation as needed
- Use of symbols and picture cards
- Mindfulness groups

### Personalised Provision

High level of personalised provision for a few children

- 1:1 nurture/regulation sessions
- Comic strip conversations
- Regulation resources for carpet time and input time
- Social stories
- Team teach trained staff
- Individual behaviour plan
- Friendship group support
- Incident log ABCC form
- Targeted work from outside agencies
- Emotions cards and sorting emotions
- Emotion recognition sessions
- Choosing tubes
- Fidget resources
- Use of sensory room
- Supported play with an adult



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## Sensory and Physical needs

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### Universal

#### Quality First Teaching for ALL pupils

- Adapted resources- large font size 24
- Overlays and coloured paper
- Adaptation to the classroom where appropriate
- Additional training to meet physical needs as appropriate
- Appropriate seating for all
- Carpet spaces
- Disabled toilets
- Educational visits off site are carefully planned to ensure that all children can access them
- Fine motor skills boards- peg boards, geoboards, dough etc.
- Gross motor development promoted throughout the whole EYFS curriculum and PE.
- Medical support
- Physical skills are developed through PE and clubs
- Staff across different Key Stages are trained in Paediatric first aid
- Suitable equipment such as pencil grips

### Targeted provision

#### Catch up/additional provision for some pupils

- Additional handwriting support
- Additional movement
- Sensory breaks/sensory circuits
- Sensory profiles for individuals
- Carpet spots
- Wobble cushions
- Enlarged texts
- Fiddle tools
- Fine motor intervention groups as needed
- Finger gym
- Dough disco
- Sloping boards for desks
- Targeted adult support
- Chair bands

### Personalised Provision

#### High level of personalised provision for a few children

- Directed adult support during learning time
- Support to access break time, lunch times and personal care
- Backward chaining intervention to support pupils dressing
- Chewable necklace
- Headphones to reduce noise levels
- Weighted blanket, regulation space in classroom
- Sensory diet activities
- Health care plans
- Pain/tiredness threshold scales
- Medication logs
- Access to sensory room
- Use of sensory path
- Schema support
- Personalised timetable





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