



Maybury Primary School

Whole School Provision by SEND Category 2024-25

Area of Need	All pupils, where appropriate Ordinarily Available Provision	Target and Catch Up (Wave 2)	SEND Support (Wave 3)
Cognition and Learning (CL)	<p>All</p> <ul style="list-style-type: none"> Adapted curriculum planning, Adapted activities, delivery and outcome Increased visual aids / modelling, etc Visual timetables Working Walls Illustrated/ dual text dictionaries Use of writing frames/models Access to information technology Guided Reading Writer's Workshops Looking for learning approach Clear sharing of learning objectives Mini plenary- checking understanding In class focus groups VIPERS Read/Write Inc <p>Years 3-6</p> <ul style="list-style-type: none"> Cracking Comprehension programme 	<p>Year 1</p> <ul style="list-style-type: none"> Specialist Reading Teacher -20 weeks Targeted Literacy Support (16 weeks) Y2 Targeted Literacy Support (16 weeks) <p>Year 5</p> <ul style="list-style-type: none"> Targeted Booster Groups (literacy/numeracy) Doodle (online program for literacy and maths) <p>Year 6</p> <p>Focus Groups:</p> <ul style="list-style-type: none"> Writing Grammar and Spelling Maths Doodle (online program for literacy and maths) <p>All Year Groups</p> <ul style="list-style-type: none"> Additional use of ICT eg, RM maths. My Maths, Purple Mash Precision Teaching 	<p>Year 1 and 2</p> <ul style="list-style-type: none"> Individual Reading <p>All Year Groups</p> <ul style="list-style-type: none"> Intensive literacy or numeracy support Support from STIPS including staff training opportunities Personal Learning Plans and SEND Support Arrangements Additional individual reading Paired/Individual reading Memory skills training Input and personalised targets from specialist teaching team <p>Yr5-6</p> <ul style="list-style-type: none"> Fresh Start phonics (RWI)



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Communication and Interaction (CI)	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcome, eg simplified language Increased visual aids / modelling, etc Objects of reference Visual timetables Use of symbols and basic Makaton signing Early PECS Aided Language Displays Structured school and class routines Pre-Teaching Vocabulary Talk Buddies Sound buttons Talk tickets 	Nursery <ul style="list-style-type: none"> Elklan approaches KS2 <ul style="list-style-type: none"> Talkboost2 Y5 All year Groups - <ul style="list-style-type: none"> In-class support from TA with focus on supporting speech and language Colourful semantics Pre Teaching Key Vocabulary Thinking lists Personalised timetables (Use of QCA step levels for EAL and REMA support as appropriate) Mantralingua resources/translation devices Dual text resources 	Individual Provision <ul style="list-style-type: none"> Speech and language support from SALT, followed up in school Input and advice from Freemantles Outreach Support for alternative forms of communication, eg Makaton Shape coding sessions (SALT) Colourful semantics individual focus Attention Autism Intensive Interaction Personal Learning Plans The Reef adapted classroom – personalised schedule Group Provision <ul style="list-style-type: none"> colourful semantics KS2 - <ul style="list-style-type: none"> New to English language sessions
Social,Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> Whole school behaviour policy, based on rights and responsibilities approaches Values teaching - underpins whole school curriculum Restorative Justice Approaches to 	<ul style="list-style-type: none"> Small group Circle Time Group reward system Support for unstructured/transitional times 	All Year Groups <ul style="list-style-type: none"> Individual reward systems Anger management training



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	<p>conflict resolution</p> <ul style="list-style-type: none"> • Class/School reward systems including achievement awards, dojos • Lap snakes • Attention buckets • Timers and adjusted task delivery • Prompts and reminders • Seating and grouping • Circle Time / parachute games • Learning Teams • quiet work stations • Transition planning • Mindfulness training • Wellbeing assemblies • Recovery curriculum • CAMHS and TAMHS approaches (updated mental health awareness training 2019) 	<ul style="list-style-type: none"> • Lego for communication sessions • Therapeutic story writing • Emotion coaching • Circle of Friends programme • Peer mentoring • ELSA • Behaviour reports and targets 	<ul style="list-style-type: none"> • Social skills training/ social stories • Behaviour Support Service liaison • Risk Assessments and Action Plans • Personalised learning • Input from Freemantles Outreach as necessary (not nursery) • Personal Behaviour Plans • Drawing and Talking Intervention • Lego for communication Intervention • Parent and Child training • TEACCH approaches
Physical and Sensory (PS)	<ul style="list-style-type: none"> • Flexible teaching arrangements Staff aware of implications of physical impairment (individualised training supported by medical professionals as necessary) • Medical support - Alert cards and healthcare plans • Sensory friendly classrooms and approaches 	<ul style="list-style-type: none"> • Additional keyboard skills • Additional handwriting practice • Access to equipment, eg writing slopes, yoro pens, buff coloured paper/books. Enlarged script • Access to alternative seating and positioning where appropriate • Multisensory teaching and learning opportunities 	<p>All year groups</p> <ul style="list-style-type: none"> • Motor skills programme for small group (using Paediatric Occupational Therapy materials or personal plans - 4 x weekly) • Personal risk assessments • Intimate Care plans • Individual support in class during PE as appropriate • Physiotherapy programme (1:1)



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	<ul style="list-style-type: none">• Fidget toys• Brain breaks• quiet workstations/corners• chewellery• well being room• Soft bases in nursery and hub	<ul style="list-style-type: none">• ear defenders• weighted lap snakes• Sensory toolboxes• Fit4Life group	<ul style="list-style-type: none">• Access to ICT and assistive software as appropriate.• Risk Assessments and Action Plans• Personal Learning Plans• Team Around Child Approach with Health Services
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