

“If the child is unable to adapt to the school, then the school must adapt to the needs of the child.”

Provision Maps

Why? Support across a phase is mapped to ensure pupils are accessing appropriate support to enable progress.

Impact? Pupil response to support is positive, provision is clearly communicated and adapted to meet pupils' needs.

IPPs

Why? To communicate current provision, share individual pupil targets and resources to ensure targets are met

Impact? Improved parent awareness of provision and areas of current focus, attainment boosts confidence

One Page Profiles

Why? Shared understanding of the needs of the pupils and how best to support them.

Impact? Cohesive approach to support offered by all staff to make informed choices with pupils.

Revisiting prior learning and concepts

Why? It strengthens students' retention of knowledge.

Impact? Avoids cognitive load and supports formative assessment, providing the teacher with useful information about gaps and areas of strength.

SEND Review Meetings

Why? An opportunity to discuss current provision, make adaptations if needed, access external agency support.

Impact? Staff are supported with strategies and resources for pupils. Referrals for pupil support are made using a graduated approach.

How do we enable all children to access the wider curriculum?

- Quality First Teaching
- Adapted tasks to suit the needs of the learner
- Strategic pupil pairing/groupings
- Small step learning
- Scaffolding and modelling with resources
- Revisiting prior learning and concepts
- Reactive support
- Adult support (Class teacher or TA)

Communication/ASD/Dyslexia Friendly Classrooms

- Visual timetables
- Visual/practical resources
- Work stations as needed
- Learning breaks
- Now and Next boards
- Behaviour skills charts
- Extra thinking time
- Time out opportunities
- Dyslexia friendly fonts
- Scribing pupil ideas as appropriate
- Coloured filters/exercised books to support visual tracking.
- High iPad ratio to enable digital accessibility tool e.g. voice recording/dictation.

SEND Provision

Southbroom St James Academy

Agencies we use for Support and Advice

- Speech and Language Therapy
- Behaviour Support Team
- Medical Professionals
- Thrive
- Educational Psychology
- Education Welfare Officer
- Young Carers – Surgeons
- Autism Pathways Team
- SSENS Support Team
- MHST
- CAMHS
- CAF
- Social Care
- Key Worker
- Parent Support Advisor
- Family Link Partner
- Advisory Teacher for Visual/Hearing Impairment
- Play Therapist/Counsellor
- Young Carers - Surgeons
- SEND Lead workers for children with EHCPs
- Alternative Provision
- Looked After Children Education Services (LACES)

Examples of additional support and interventions provided

Speech and language – we allow extra thinking time or use visual or practical resources to allow pupil's processing time.

Social and emotional – Thrive and ELSA approach used by trained professionals in school.

Reading – we use ELS synthetic phonics programme to support pupils reading skills and word bank reading.

Spelling/Writing/number – we share and discuss new vocabulary, provide alternative recording methods, scribe or shared write, use of practical or visual resources.