



St Alban's Catholic Primary School - SEN offer 2022

Area of Need	Wave1 (Universal) <i>Quality First Teaching for all pupils</i>	Wave 2 (Enhanced) <i>Short term/catch up interventions</i>	Wave 3 (Specialist) <i>Longer term interventions with specialist advice</i>
Cognition and Learning	<ul style="list-style-type: none"> • Adaptive teaching across all curriculum areas. • In class TA/targeted teacher support • LO's and Success criteria used in lessons. • Provide links to previous learning. • Plenaries-What have we learned? • Access to individual/group work • Working walls • Visual timetables and other visual aids • Accessible equipment • On-going assessment in EYFS • Use of writing frames, checklists, whiteboards • Use of word banks • Chunking of tasks • IWB in every classroom • Provide examples pupils can refer to (WAGOLL) • Access to iPads/Chromebooks in every classroom • Clicker software • Teach self-help strategies-how to ask for help 	<p>Literacy interventions:</p> <ul style="list-style-type: none"> • Daily readers (All Yr groups) • Daily Little Wandle over-learning/precision teaching • Nessy Spelling (KS2) <p>Maths interventions:</p> <ul style="list-style-type: none"> • Daily over-learning/addressing misconceptions in the afternoons 	<ul style="list-style-type: none"> • Orrets Meadow Outreach • Referral and advice from SENAAT • Referral and advice from Educational Psychology Team • Personalised curriculum • 1:1 TA support • Exam concessions • Referral and advice from Elleray Park Outreach

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Communication and Interaction	<ul style="list-style-type: none"> • As above (Cognition and Learning) • Active and Engaging lessons • Structured school and class routines • Use of modified language • Slow/calm tone of voice – Behaviour Policy • Children encouraged to verbalise what they need to do • Key words displayed in classrooms on Working Walls • Provide visuals of steps needed to complete a task • Non-verbal cues and gestures • Use of symbols, laminated cards on lanyards • Talking Partners • Talking Tins • Teach rhymes ,songs, mnemonics • Language in pictures – Pathways to Spell • Accelerated Reading program for all 	<ul style="list-style-type: none"> • In class support from a TA/teacher where possible/appropriate • NELI program (F2) • Lego Therapy Club (KS2) • Time to Talk program (KS1) • Socially Speaking program (KS2) • Social Skills Training (Dr J Baker) (upper KS2) • Sounds Listening program (F2) • Use of additional ICT (eg iPads, Clicker) • Social skills group (F2) • Mouth strengthening exercises (F2) • Talk Boost program (F2 and Yr1) 	<ul style="list-style-type: none"> • Referral and advice from SALT (including programs which are delivered by TAs) • Referral and advice from Educational Psychology Team

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Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour policy, consistently used throughout the school • Positive notes/calls home • Hot Chocolate Friday • Rules (be ready, be respectful, be safe) displayed in every classroom • Good behaviour modelled by adults • Brain Breaks/movement breaks • Social Stories • After school clubs • PSHE focused work • Safer Handling training for staff • Incident records kept by staff on ScholarPack. • Above and Beyond assembly • Home school links • Headteacher and SENCOs available to talk with parents • Neurodiversity celebration week • Bereavement training for staff • 2 members of staff trained in Mental Health First Aid • REST EASY approach 	<ul style="list-style-type: none"> • Drawing and Talking Therapy (KS1 and 2) • Art Therapy (student on placement) • Time to Talk program (KS1) • Socially Speaking Program (KS2) • Home/school communication books • Quiet spaces/rooms • Individual reward/sticker charts 	<ul style="list-style-type: none"> • REST EASY including whole school approach and also 1:1 support. • Support/advice from JC Wellbeing • Referral and advice from CAMHS including termly visits • CAMHS MHST work directly with children 1:1/in groups and can offer workshops/training for parents and staff. • Referral and advice from Educational Psychology Team • Referral and advice from ASC team • Referral and advice from Gllbrook Outreach • Support package from ADHD Foundation to include 1:1 counselling and workshops for parents. • Referrals through Integrated Response Pathway

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Sensory and Physical	<ul style="list-style-type: none"> • An accessible and inspiring classroom environment • Lift to first floor • Well organised classrooms planned around health and safety aspects. • Carpet spaces/seating plans catered around physical and sensory needs of the class • Sit/wobble cushions • Writing slopes, pencil grips and rulers with handles. • Coloured overlays • Movement breaks • Use of different fonts (large/bold) • Tangles/chewable tangles/fidget toys • Weighted resources. • Movement breaks • Access to Sensory Room 	<ul style="list-style-type: none"> • Personalised Sensory Circuits • Fine/gross motor skills practice • Fingergrip strengthening exercises (F2) • Mouth strengthening exercises (F2) • Nessy Fingers (program to teach touch typing) KS2 	<ul style="list-style-type: none"> • Hearing Support Service (in school support) including ROGER systems for children with Hearing Aids • Advice from LA SESS • Referral and advice from Educational Psychology Team • Referral and advice from Occupational Therapy (including sensory circuits)