



Overview of SEND Provision available

Year	Transition support for all pupils	Additional transition support for pupils with SEN	Individual transition support for pupils with complex / specific needs.
Pre-admission (include all activities undertaken to prepare pupils prior to entry) This includes children entering Preschool in FSU	Preschool visits. Parent and staff presentation (includes other family members). Stay and play days for parents and other family members to stay in the unit and play alongside their child. Preschool staff and teacher meetings. Parent and teacher meetings as required.	Liaison with new teacher about pupils with SEN. Additional support visits as necessary.	Additional SENDCo support as necessary. Complex Needs team (DCC support) Specialist SSA support (DCC support) Inclusion lead (DCC support)
Year to Year transition and In-year admissions	Teacher to teacher preparation meetings. Visit to new class and teacher for whole day or two part days.	Call to previous school. Pupils given jobs with new teacher.	Additional SENDCo support as necessary.
Transition from school eg: to Year 7 or to new primary school.	Kings School visit (main local secondary school). Kings School Project week. Pupils visit other secondary school as required.	Early visits to Kings school. Liaison with Kings School Inclusion Lead and Feniton SENDCo.	Liaison with Kings School / Specialist Provision Inclusion Lead and Feniton SENDCo.
Planning for the next 2-3 years: Continuing current provision in this area with any extra support needed for any new pupil issues or new pupils to the school.			

Year Group Foundation Stage	Cognition and Learning	Social, emotional and behavioural	Communication and Interaction	Sensory and/or Physical
Universal Provision (for whole school / class)	<ul style="list-style-type: none"> • Differentiated tasks according to ability in numeracy and literacy (across the curriculum) • High level of TA support across the curriculum • Phonics • Access to ICT/ laptops • Access to inside and outside play • Differentiated play equipment • Displays current and age related • VARK strategies used • Reading according to ability and phonics stage. 	<ul style="list-style-type: none"> • PSHE sessions address social, emotional or behavioural difficulties. • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Tapestry • Parent volunteers • Acts of Worship 	<ul style="list-style-type: none"> • COMMUNICATION FRIENDLY SETTING principles. • Interactive and/or visual timetable • Staff model appropriate language and interaction with children and adults • Speech and Language Link screening (Reception & Year 3) • Book talk • Group work • Speaking and listening sessions • House sporting activities • Role-play area • Daily snack time • Newsletters • Parent emails • Website 	<ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Sand and water tray play • Recording microphones • Free independent learning • Active toys- bikes etc. • Construction toys • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc.
Targeted provision (for groups)	<ul style="list-style-type: none"> • Differentiated tasks. • Group support for numeracy and literacy. • Additional adult support as required • Phonics revisited and repeated if necessary with TA • Pre-teaching of core Maths learning. 	<ul style="list-style-type: none"> • School-based play therapy group sessions • Circle time • School ethos • Behaviour charts with stickers for progress • Social Skills group 	<ul style="list-style-type: none"> • Speech and Language Link assessment and personalised intervention programme • Teddy Talk (Preschool) • Attention Bucket 	<ul style="list-style-type: none"> • As above plus any additional resources necessary
Specialist provision (for individuals)	<ul style="list-style-type: none"> • Area of weakness given extra curriculum time with TA • Extra individual phonics/ reading if necessary • Pre-teaching 	<ul style="list-style-type: none"> • School ethos • School-based Play therapy individual sessions. • Individual programme of activities to boost self-esteem and/ or improve behaviour 	<ul style="list-style-type: none"> • Speech and Language Link assessment and personalised intervention programme • Professional intervention if needed • Speech therapy activities if necessary 	<ul style="list-style-type: none"> • As above plus additional resources for specific and or severe needs

Year Group 1	Cognition and Learning	Social, emotional and behavioural	Communication and Interaction	Sensory and/or Physical
Universal provision (for whole school / class)	<ul style="list-style-type: none"> • Differentiated tasks according to ability in numeracy and literacy • Retrieval Practice. • High level of TA support across the curriculum • Differentiated tasks according to ability in numeracy and literacy • Access to ICT/ laptops • Phonics • Reading level according to ability. • Differentiated play equipment • Displays current and age related • VAK strategies used • Early reading Intervention Programme 	<ul style="list-style-type: none"> • PSHE sessions address social, emotional or behavioural issues. • Circle time • Forest School • We Eat Elephants • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children 	<ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Opportunities for role-play • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Reading diaries • Termly curriculum targets • Termly targets • Newsletters • Parent emails • Website 	<ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Fine motor skills developed through manipulative play • Sand and water tray play • Recording microphones • Active toys- bikes etc. • Construction toys • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc.
Targeted provision (for groups)	<ul style="list-style-type: none"> • Differentiated tasks • Group support for numeracy and literacy • Phonics revisited and repeated if necessary with TA • Extra reading practice with volunteer/ TA 	<ul style="list-style-type: none"> • Small group (4-5) PSHE sessions to address any social, emotional or behavioural issues. 	<ul style="list-style-type: none"> • Speech and language support groups using information from Speech and Language Link materials 	<ul style="list-style-type: none"> • As above plus any additional resources to support needs • Sensory Breaks
Specific provision (for individuals)	<ul style="list-style-type: none"> • Extra work sent home if this is suitable and agreed by parents • Area of weakness given extra curriculum time with TA • Extra individual phonics if necessary • Daily Reader • Pre-teach or reinforce previous learning 	<ul style="list-style-type: none"> • Regular meetings with parents • Individual programme of activities to boost self-esteem and/ or improve behaviour • Programme in place for behaviour management • Professional involvement 	<ul style="list-style-type: none"> • Professional intervention if needed • Speech therapy activities if necessary • TA support when moving between activities 	<ul style="list-style-type: none"> • As above plus additional resources for specific and or severe needs • Professional involvement/ advice if necessary • Sensory Breaks

Year Group 2	Cognition and Learning	Social, emotional and behavioural	Communication and Interaction	Sensory and/or Physical
<p>Universal provision (for whole school / class)</p>	<ul style="list-style-type: none"> • High level of TA support across the curriculum • Retrieval Practice. • Differentiated tasks according to ability in numeracy and literacy • Access to ICT/ laptops • Phonics • Reading level according to ability • Differentiated play equipment • Displays current and age related • VAK strategies use • Knowledge Organisers & retrieval practice 	<ul style="list-style-type: none"> • PSHE sessions address social, emotional or behavioural issues. • Circle time • Forest School • We Eat Elephants • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW 	<ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Reading diaries • Termly curriculum targets • Termly targets • Newsletters • Texting • Website 	<ul style="list-style-type: none"> • Interactive timetable/ picture timetable • Fine motor skills developed through manipulative play • Sand and water tray play • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc.
<p>Targeted provision (for groups)</p>	<ul style="list-style-type: none"> • Differentiated tasks • Group support for numeracy and literacy • Phonics revisited and repeated if necessary with TA • Pre-teach 	<ul style="list-style-type: none"> • Small group (4-5) PSHE sessions to address any social, emotional or behavioural issues. TA 2x 15 min sessions per week 	<ul style="list-style-type: none"> • Speech and language support groups using information from Speech and Language Link materials 	<ul style="list-style-type: none"> • As above plus any additional resources to support needs • Sensory breaks
<p>Specialist provision (for individuals)</p>	<ul style="list-style-type: none"> • Differentiated numeracy and literacy tasks • Area of weakness given extra curriculum time with TA • Extra individual phonics if necessary • Daily 1:1 reading with Teacher, TA or volunteer • Pre-teach 	<ul style="list-style-type: none"> • Regular meeting with parents • Individual programme of activities to boost self-esteem and/ or improve behaviour • Professional involvement. • Time to talk (1) 	<ul style="list-style-type: none"> • Professional intervention if needed • Speech therapy activities if necessary • Allow extra time for verbalising (1) 	<ul style="list-style-type: none"> • As above plus additional resources for specific and or severe needs • Professional involvement if necessary • Organise work space to take account of individual's needs • 1:1 fine motor skill work/ letter formation/ handwriting practice • 1:1 TA for phonics • TA scribes/records for some areas of the curriculum • Sensory Breaks

Year Group 3/ 4	Cognition and Learning	Social, emotional and behavioural	Communication and Interaction	Sensory and/or Physical
Universal provision (for whole school / class)	<ul style="list-style-type: none"> • TA and volunteer support • Differentiated tasks according to ability in numeracy and literacy • Access to ICT/ laptops • Phonics • Reading level according to ability • Numeracy and Literacy working walls • Displays work and age related • Have a go spelling sheets • Word mats • Long Vowel spelling mats • VAK strategies used • Marking shows clear idea of progress and next steps. • Knowledge Organisers and Retrieval Practice activities. 	<ul style="list-style-type: none"> • PSHE sessions address social, emotional or behavioural issues. • Forest School • We Eat Elephants • Circle time • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW 	<ul style="list-style-type: none"> • Interactive timetable • Staff model appropriate language and interaction with adults and children • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Reading diaries • Homework • Termly curriculum targets • Termly targets • Newsletters • Parent emails • Website 	<ul style="list-style-type: none"> • Interactive timetable • Story maps • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc.
Targeted provision (for groups)	<ul style="list-style-type: none"> • Planned adult support to help engage with activities • Differentiated tasks according to ability in numeracy and literacy. • Maths support in group with TA • Targeted group interventions • Literacy support with TA • Extra work on phonics skills including Toe By Toe and Trugs interventions • Pre-teach 	<ul style="list-style-type: none"> • Small group (4-5) PSHE sessions to address any social, emotional or behavioural issues. TA 1x 15 min sessions per week 	<ul style="list-style-type: none"> • Small group discussion facilitated by TA/ adult 	<ul style="list-style-type: none"> • Small group practice for handwriting/ fine motor skills (Speed Up Handwriting) • Sensory Breaks
Specialist provision (for individuals)	<ul style="list-style-type: none"> • Regular meetings with parents/ carers • Regular review of IEP's • Differentiated numeracy and literacy tasks • Area of weakness given extra curriculum time with TA • Extra individual phonics if necessary including Toe By Toe and Trugs interventions • Sound mats 	<ul style="list-style-type: none"> • Individual behaviour plan with rewards for positive behaviour • Emotional support from all staff and anger management strategies encouraged • Whole school responsibilities given to raise sense of 	<ul style="list-style-type: none"> • Speech and Language Link reassessment and personalised intervention programme reviewed in Year 3. • Professional intervention if needed • Individual speech therapy activities if necessary 	<ul style="list-style-type: none"> • Writing slope and poufy • Seating to maximise hearing(1) • Individual exercise programme • TA support for maths due to seizures causing loss of flow of explanation • Sensory Breaks

	<ul style="list-style-type: none">• Daily reading with Teacher, TA or volunteer.• Pre-teach	<p>belonging and self-esteem.</p> <ul style="list-style-type: none">• Play therapy		
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Year Group 5/ 6	Cognition and Learning	Social, emotional and behavioural	Communication and Interaction	Sensory and/or Physical
Universal provision (for whole school / class)	<ul style="list-style-type: none"> • TA and volunteer support • Differentiated tasks according to ability in numeracy and literacy. • Access to ICT/ laptops • Phonics • Reading level according to ability. • Numeracy and Literacy working walls • Displays work and age related • Have a go spelling sheets • Word mats • VAK strategies used • Marking shows clear idea of progress and next steps • Knowledge Organisers and Retrieval Practice activities 	<ul style="list-style-type: none"> • PSHE sessions address social, emotional or behavioural issues. • Circle time • Forest School • We Eat Elephants • Mini-Police • Torbay and Devon Civic Award • School ethos linked to school values • Whole school behaviour policy relating to sanctions and rewards • Prompt feedback given about how the children are behaving • Daily contact with parents • Home/school books • Parent volunteers • AOW • Y5 Play buddies for preschool and reception children 	<ul style="list-style-type: none"> • Mini-Police • Torbay and Devon Civic Award • Interactive timetable • Staff model appropriate language and interaction with adults and children • Talk partners • Book talk • Maths talk • Group work • Guided reading • Speaking and listening sessions • House sporting activities • Home/ school book • Reading diaries • Homework • Termly curriculum targets • Termly targets • Newsletters • Texting • Website 	<ul style="list-style-type: none"> • Interactive timetable • Story maps • Equipment suited to all level of motor skills i.e. special scissors. Triangular handwriting pens and specialist grips, wedge cushions, feet raisers etc.
Targeted provision (for groups)	<ul style="list-style-type: none"> • Planned adult support to help engage with activities • Differentiated tasks according to ability in numeracy and literacy • Maths support in group with TA • Literacy support with TA. • Extra work on phonics skills • Targeted group interventions • Pre-teach 	<ul style="list-style-type: none"> • Small group (4-5) PSHE sessions to address any social, emotional or behavioural issues. • Playground buddies for Rec. • Group play therapy sessions 	<ul style="list-style-type: none"> • Small group discussion facilitated by TA/ adult 	<ul style="list-style-type: none"> • Small group practice for handwriting/ fine motor skills (Speed Up Handwriting) • Sensory Breaks

<p>Specialist provision (for individuals)</p>	<ul style="list-style-type: none"> • Regular meetings with parents/ carers • Regular review of IEP's • Differentiated numeracy and literacy tasks • Area of weakness given extra curriculum time with TA • Times tables practice. • Daily reading with Teacher, TA or volunteer. • Extra individual phonics if necessary including Toe By Toe and Trugs interventions Pre-teach 	<ul style="list-style-type: none"> • Individual behaviour plan with rewards for positive behaviour • Playground buddies for Rec/KS1 • Individual play therapy sessions • Whole school responsibilities given to raise sense of belonging and self-esteem. 	<ul style="list-style-type: none"> • Professional intervention if needed (C&I surgery) • Individual speech therapy activities if necessary • S&L support across the curriculum • Whole school responsibilities given to raise sense of belonging and self-esteem. 	<ul style="list-style-type: none"> • TA to repeat instructions • Sensory Breaks
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