**St Alban’s Catholic Primary School - SEN offer 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Wave1 (Universal)**  ***Quality First Teaching for all pupils*** | **Wave 2 (Enhanced)**  ***Short term/catch up interventions*** | **Wave 3 (Specialist)**  ***Longer term interventions with specialist advice*** |
| **Cognition and Learning** | * 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 | Literacy interventions:   * Daily readers (All Yr groups) * Daily Little Wandle over-learning/precision teaching * Nessy Spelling (KS2)   Maths interventions:   * Daily over-learning/addressing misconceptions in the afternoons | * 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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Wave1 (Universal)**  ***Quality First Teaching for all pupils*** | **Wave 2(Enhanced)** | **Wave 3 (Specialist)** |
| **Communication and Interaction** | * 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 | * 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) | * Referral and advice from SALT (including programs which are delivered by TAs) * Referral and advice from Educational Psychology Team |

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Wave1 (Universal)**  ***Quality First Teaching for all pupils*** | **Wave 2 (Enhanced)** | **Wave 3 (Specialist)** |
| **Social, Emotional and Mental Health** | * 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 CPOMS. * Above and Beyond- weekly celebration assembly * Home school links * Headteacher and SENCO 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 | * Drawing and Talking Therapy (KS1 and 2) * Time to Talk program (KS1) * Socially Speaking Program (KS2) * Home/school communication books * Quiet spaces/rooms * Individual reward/sticker charts | * REST EASY including whole school approach and also 1:1 support. * Support/advice from JC Wellbeing * Play Therapy * 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 GIlbrook Outreach * Referrals through Integrated Response Pathway |

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Wave1 (Universal)**  ***Quality First Teaching for all pupils*** | **Wave 2 (Enhanced)** | **Wave 3 (Specialist)** |
| **Sensory and Physical** | * 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) * Tanglers/chewable tanglers/fidget toys * Weighted resources. * Movement breaks * Access to Sensory Room | * Personalised Sensory Circuits * Fine/gross motor skills practice * Fingergrip strengthening exercises (F2) * Mouth strengthening exercises (F2) * Nessy Fingers (program to teach touch typing) KS2 | * 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) |