



# PRIDE - Love of learning - Love of life    Westfield Primary School

## Whole School SEND Provision

Area of Need	Universal Support (All Pupils)	Targeted Support	Specialist Support
<p><b>Cognition and Learning (C&amp;L)</b></p>	<p>Quality First Teaching Teaching for Learning Policy Adapted planning, teaching and outcomes. Clear sharing of Learning Objectives &amp; Success Criteria Clear targets and identification of next steps shared Pre-teaching of key vocabulary Effective questioning Clear focus groups in planning Assessment for Learning Child-led learning Performance Management of all staff Regular formal/informal observations Whole school phonics Individual reading throughout school &amp; guided reading sessions</p>	<p><b>In addition</b> Individual Provision Maps EAL plans Intervention Policy Group literacy and numeracy support Targeted intervention groups Targeted individual reading &amp; guided reading Individual word banks Intervention teachers and LSA Support Targeted phonics including 1:1 tutoring of RWI Additional individual reading Let's Read Therapy Reading Dog REMA (EAL) First Language Assessment Literacy for All intervention</p>	<p><b>In addition</b> REMA (EAL) assessment of SEND Support from Educational Psychology Services including staff training opportunities. 1:1 literacy &amp; numeracy support Phonological Awareness Additional Read Write Inc including 1:1 tutoring of RWI Dyslexia Portfolio Precision Teaching  Cognitive assessments and intervention plans (from SENCO or Inclusion Lead)</p>



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	<p>Read Write Inc          Use of Scholarpack to track progress of all pupils          Teaching Assistant support          Visual aids          Displays to support learning          Visual timetables          Access to Information Technology          iPads and Laptops with software          Access to Seesaw          Learning displays          Task boards          Writing frames          Now-next boards          Handwriting groups          EAL resources including Racing To English, 'language pens', Multi-language dictionaries and communication fans          EAL trackers to monitor progress of pupils who do not have English as a first language          5-A-Day approach in classrooms</p>	<p>Additional use of ICT (e.g.: Touch typing)          Language for Thinking          Elklan          Online letters and sounds games          GL Assessment tools          Involvement of outside agencies including Educational Psychology, Specialist Teachers for Inclusive Practice, Physical &amp; Sensory Support Service, CAMHS, Occupational Therapy.          Word Aware          Read Write Inc          Topic Bags          Cracking Comprehension          EAL workbooks for pupils on arrival          Colourful Semantics sentence building          Memory Magic          Action Words          Blank Level questioning</p>	
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	<p>Fast Feedback policy including children's reflective comments Kagan co-operative learning principles</p>		
<p><b>Communication and Interaction (C&amp;I)</b></p>	<p>Adapted planning, teaching and outcomes. S&amp;L opportunities as part of differentiated planning and creative curriculum Talk partners Think/Pair/Share Kagan cooperative learning principles for teaching in all classrooms Positive verbal feedback Pre-teaching of key vocabulary Simplified language Circle time/ Learning for Life activities Time given to process information Visual timetables Visual aids Use of symbols Clear and structured routines Whole class task boards</p>	<p><b>In addition</b></p> <p>Individual Provision Maps and EAL plans Intervention Policy Visual timetables with 'Oops!' card for unplanned activities. Speech, Language and Communication Progression assessment Tools Language for Thinking Sequencing - pictures/text Wellcomm Assessment tool and intervention programme ASD support Elklan Barrier games NELLI language intervention Information Carrying Words activities Makaton Word Aware</p>	<p><b>In addition</b></p> <p>In class TA support of speech and language Support from: SALT, STIPS and Freemantles Outreach, including staff training opportunities and clinics. Mr Tongue activities Selective Mutism resources Pre-teaching interventions Precision Teaching Phonological Awareness Sound mats and sound cards Minimal pairs Core Vocabulary intervention Word investigations Specialist advice from the school's link Speech and Language Therapist</p>



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	<p>Fast Feedback policy Zones of Regulation</p>	<p>Ultimate Guide to Phonological Awareness Black Sheep Press Colourful Semantics for verbal sentences</p>	
<p><b>Social, Mental and Emotional Health (SMEH)</b></p>	<p>Whole School Behaviour Policy with clearly set out whole school approach to rewards and sanctions: Wellbeing Time; reward time; certificates; house points. Positive Behaviour Plans, following Zones of Regulation approach Whole School Anti-Bullying Policy ABC logs Emotion Coaching Values teaching: PRIDE ethos</p>	<p><b>In addition</b></p> <p>Individual Provision Maps Intervention Policy Early Help intervention Inclusion Team support (Wellbeing Assistant or Nurture Lead) Group for ASD children Individual reward charts/incentives Social Skills Groups Peer mentoring</p>	<p><b>In addition</b></p> <p>Support from CAMHS (including link worker) ADHD parents support group National Autistic Society support including Early Bird Plus &amp; Cygnet. Individual work station Calm down areas Behaviour support form Inclusion Leader</p>



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<p>Open door policy          Celebration Assembly          Head Teacher's award &amp; Westfield          Restorative Justice approaches          Verbal/non-verbal praise          Circle time          Class rules displayed in class          Westfield Way displayed in class and          Whole school Learning Behaviours          Buddy system          Mental Health First Aider          Responsibilities - house captains,          prefects          Whole-School Zones of Regulation          approach, including resources for all to          children access          Staff available to facilitate emotional          well-being and social interaction at play          times          Wellbeing events, such as Wellbeing          Wednesday, Well-being Week, Mental          Health Week          Worry Walrus teddy available for all to          use</p>	<p>Focused circle time          Home/school contact books          Movement breaks          Sensory resources          Anger management support          Social stories          Circle of friends          Transition planning and support          Structured lunch times          Loss and bereavement in-school support          Time out cards          Positive Touch          Risk Management          Lego Therapy          Sensory box          Behaviour support from Inclusion          Leader          Behaviour support plan          Behaviour chart          Lunch time support          5 point scale          Young Carers group          Therapy dog</p>	<p>Person-Centred meetings          Targeted groups for social skills          Lunchtime clubs to support targeted          children          Extra transition support for vulnerable          children          VIP - check ins from assigned members          of staff for vulnerable children          Mindworks practitioners in school give          support to targeted pupils          Matthew Hackney counselling</p>
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	<p>School Wellbeing Committee and Wellbeing Ambassadors</p> <p>Tranquillity Cove and Nurture Room available for children to access when needed</p> <p>Members of staff are on the gates each morning to welcome children and support them to come into school</p> <p>Help posters throughout the school (e.g.: for Childline)</p>	<p>Parent workshops and courses</p> <p>Comic Strip Conversations</p> <p>Now and Next/ Task boards</p> <p>Theraputty</p> <p>Pencil grips</p> <p>Fiddle objects</p> <p>Zen Den</p> <p>Parent support (e.g.: for children with anxiety) - courses, home visits, calls and emails home</p> <p>Vulnerable Children List with designated adult for each child for weekly check ins</p> <p>Wobble stools</p> <p>Bands</p> <p>Standing tables</p> <p>Weighted blankets</p>	
<p><b>Sensory and/or Physical (PS)</b></p>	<p>Medical Conditions policy</p> <p>Medicines policy</p> <p>Medical support including alert cards and healthcare plans</p> <p>Creative curriculum with integrated movement breaks</p>	<p><b>In addition</b></p> <p>Individual Provision Maps</p> <p>Intervention Policy</p> <p>Staff trained by medical professionals to support children.</p> <p>Theraputty</p>	<p><b>In addition</b></p> <p>Support from: Occupational Therapy, Physical &amp; Sensory Service, Freemantles Outreach and physiotherapy, including staff training opportunities.</p>



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	<p>Range of differentiated activities promoting outdoor learning</p> <p>Seating plan</p> <p>Range of equipment in playground with clearly marked zones</p> <p>Individual carpet spaces</p> <p>Playtime staff available to facilitate physical well-being on play equipment</p> <p>Opportunities to join clubs</p> <p>Correct sized tables and chairs</p> <p>Water bottles</p> <p>Range of right and left handed scissors</p>	<p>Pencil grips</p> <p>Fiddle objects</p> <p>Broken Limbs risk assessment</p> <p>Individual Healthcare Plans</p> <p>Emergency Action/Alert posters, including photographs, displayed prominently. Access to equipment, e.g. fine motor control scissors; long loop scissors; writing slopes; pencil grips; tripod pencils, wobble cushion, fiddle toys, weighted lap cushions</p> <p>Use of laptops for writing where appropriate</p> <p>Motor skills programme for small group using paediatric OT materials</p> <p>OT fine motor exercises including Putty Programme.</p> <p>Access to alternative seating where appropriate</p> <p>Adapted materials where appropriate.</p> <p>Handwriting interventions</p> <p>Visual Closure support activities</p> <p>Provision made to follow a child's</p>	<p>Individual work spaces</p> <p>Adapted furniture/equipment/outdoor area</p> <p>Sensory Room (Tranquillity Cove)</p> <p>Specialist furniture and equipment</p> <p>VI resources, including laptop, magnifier and specialist stationery</p>
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		individual plan, e.g. physiotherapy, OT Wobble stools Bands Standing tables Weighted blankets Preferential seating in classrooms	
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**Ordinarily Available Provision (OAP)** provides guidance for schools on how to support children with additional needs. This is a Surrey document and a Parent/Carer version can be found on the Surrey Local Offer.

<https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/education-and-training/a-parent-carer-guide-to-ordinarily-available-provision-in-schools>

**Universal Support** is what should be offered to all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

**Targeted Support** describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Interventions are designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is needed to enable them to make progress.



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**Specialist Support** is about intervention for children for whom Universal and Targeted Support are not enough. These children may need a more intensive programme, involving more individual support or specialist expertise.

Where this model works effectively, Universal Support and Quality First Teaching will reduce the number of children requiring Targeted Support and, through this, also reduce the number needing more intensive and individual help. This means that school will be able to target their resources more effectively for those that require this.