



Graduated Approach (Assess, Plan, Do, Review)

Ordinarily Available Provision for pupils with SEND

This document outlines the provision that we offer for all children at Clifton-upon-Teme Primary School

Updated: January 2026



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Area of Need	Inclusive strategies for <u>ALL</u> learners embedded in High Quality Teaching (Universal Provision)	Targeted intervention and/or support for <u>SOME</u> learners (in addition to High Quality Teaching)	Specialist support for a <u>FEW</u> learners (in addition to universal provision and targeted support/intervention)
Communication and Interaction	• Quality-First, Adaptive Teaching including the EEF's 5-a-day principles • Adapted curriculum planning, activities, approaches and assessment • Communication-friendly approaches taken to language and communication e.g. avoiding sarcasm and idioms, chunking instructions, use of name when giving instructions, backwards-chaining, reduction of key words, use of objects of reference, body language, ten second rule • High-quality, uncluttered and low-volume learning environments including working walls and access to support resources • Visual timetables and cues • Choosing Boards • Adapted curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists • Structured school & class routines • Use of visual prompts/IT to make learning more visual • Talking Partners/Pair and Share • Collaborative group work • Use of Word Aware to develop vocabulary – whole class and group support • Total communication environments in EYFS and KS1 • Access to visual and Signalong • Song signifiers to support transition and expectations for younger pupils • Routine boards for key routines • Visual labels and colourful semantics • Use of communication-friendly approaches to manage social support e.g. social stories, shared scripts and comic strip conversations	• Individual visual timetables and visual cues • Individual When/Then or Now/Next/Until boards • Speech and language screening (Wellcom, Word Aware) • Language skills group interventions for pupils including Word Aware, Phonological Awareness, Language for Thinking • Social intervention groups including Socially Speaking, Circle of Friends and TalkAbout groups • Access to quiet spaces/work stations as required • Communication TA in school who attends and disseminates training and supports SaLT provision at universal and targeted level	• Individual Education Plan written • 1:1 support including speech sound production, phonological awareness, Black Sheep Narrative Press, Language for Thinking • Individual Communication approaches including Signalong, BSL, visual communication approaches, AAC • Involvement of external agencies: Speech & Language therapy (SALT), Sight and Deaf Support Teams • Bespoke and individualised timetable or curriculum based on specific communication and interaction needs • Annual review for pupils with an Education Health and Care Plan



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Cognition & Learning	• Quality-First, Adaptive Teaching including the EEF's 5-a-day principles • Adapted curriculum planning, activities, approaches and assessment • High-quality, uncluttered learning environments including working walls and access to support resources • Learning objectives & success criteria clearly communicated • Manipulatives and concrete resources routinely provided • Colourful semantics • Multi-sensory approaches to teaching and learning • Access to timers and visual chunking resources • Staff trained in cognitive load theory and metacognition, with considerations made by all staff • Backwards chaining • Task management boards • Classroom support resources e.g. phonics mats, writing frames, place value mats • Access to group work and small group interventions to support identified needs e.g. handwriting, reading fluency, number • Use of IT: whiteboards, iPads, laptops • In-class targeted and Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts using a Word Aware Approach • Group guided reading (Little Wandle Fluency Programme) with class teacher or teaching assistant • Little Wandle structured Phonics programme and Catch-Up/Keep-Up support • Access to extra-curricular activities • Educational trips and enrichment activities • Termly Pupil Progress monitoring	• In-class additional Teacher and Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts using Word Aware Approach • Adapted resources including colours, fonts, line spacing, scaffolding • Adaptive technologies including access to a laptop, speech-to-text and read aloud software • Opportunities for over learning e.g. Precision Teaching • Access to time-bound and targeted specific intervention programmes e.g. Numicon, Little Wandle Keep-Up/Catch-Up, Spelling Groups, • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Individual targets routinely shared and discussed with CYP • Additional use of visual and practical resources	• Advice & support for the class teacher from the Special Educational Needs Co-ordinator • Assessments, advice and recommendations from outside agencies as appropriate including the Speech and Language Team (SaLT), Complex Communication and Needs Team (CCN), the Learning Support Team (LST) or an Educational Psychologist (EP) • Differentiated, bespoke curriculum as appropriate • 1:1 in-class support and/or intervention Individual Education Plan written • Additional use of visual and practical resources • Use of adapted and/or specialist equipment • Bespoke and individualised timetable and/or curriculum based on specific cognition and learning needs • Annual review for pupils with an Education Health and Care Plan



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Social, Emotional and Mental Health	• Consistent, positive behaviour policy based on a trauma-informed relational approach, relationships and responsibilities • Recognition that behaviour is a communication of unmet need • Positive relationships established between adults and children and between children and children • Safe, predictable and desirable classroom environments, timetables and adults • Staff trained on trauma-informed approaches, PACE, regulation and de-escalation techniques • Visual timetables (same in all classrooms) which include visuals for changes or uncertainty • Children presented with positive choices • Behaviour logs and records include antecedents to behaviours and explore causes and unmet needs • Adapted curriculum planning, activities, approaches and assessment • Preventative and de-escalation strategies including self-signalling, time out cards and visuals children can use to signal needs • Backwards chaining approaches to support success • Whole-class sensory circuits as required and appropriate to support regulation • Whole school rules, rewards & consequences: warning system, house points, class reward systems • Clear consistent whole school expectations and aspirations, underpinned by school vision and values • Playtime intervention by supervision staff • Calm Corners and regulation resources provided in all classrooms • Use of classroom Regulation Meters, calming shared scripts and Regulation Toolkit resources. Use of these is specifically taught. • Trained adults to coregulate with pupils and support learning of self-regulation • KS2 Playground Play Leaders (PALS) to support pupils at lunch time • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Trauma-informed behaviour practice • Mental Health First Aider and Mental Health Lead in school to support, lead and monitor provision • Explicit teaching of behaviour choices, regulation and PSHE • Worry boxes/opportunities to share thoughts with teachers in all classrooms • 4 R's of Co-Regulation support – Regulate, Relate, Reflect and Repair	• Individual reward systems • Prompt and reminder cards • Home/school communication diaries • Brain Breaks and small group sensory diets • Individual working station/quiet space • Social skills programmes for group support including Socially Speaking, LEGO therapy and TalkAbout Social Skills • Self-esteem programmes including TalkAbout Self Esteem and Self-Awareness • Emotional Regulation programmes and support including TTS Toolkit • Access 'Early Help' support or Melo • Buddying/peer mentoring programmes • Play-based activities • Some children will have a designated safe and trusted adult • Support from Emotional Literacy Support Assistant	• Small group or 1:1 specific and targeted Interventions led e.g. Lego Therapy, ELSA • Perryfields PRU involvement – advice, guidance, coaching, work with parents/carers • Parenting programmes • Educational Psychologist - assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations • Complex Communication and Needs Team (CCN) support • Bespoke and individualised curriculum based on specific SEMH needs • Annual review for pupils with an Education Health and Care Plan • Staff trained in physical intervention, with a focus on de-escalation approaches e.g. Team Teach • Risk management plans, Pastoral Support Plans and reintegration plans • Individual support for pupils experiencing Emotional Based School Avoidance which may include soft-starts and part-time timetables



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Sensory/ Physical/ Medical	- Low stimulation, uncluttered classrooms with clearly defined areas and access to a Calm Corner/low-sensory input space - Adapted curriculum planning, activities, approaches and assessment - Sensory audits completed for each classroom and responded to annually - Sensory resources in all classrooms including fidget toys, alternative seating options, wobble/wedge cushions, pencil grips, writing slopes, yoga balls, standing desk 4 R's of Co-Regulation support for sensory overwhelm – Regulate, Relate, Reflect and Repair - Whole-class and/or small group sensory circuits and sensory breaks as needed - Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures - Whole staff training for emergency treatment e.g., EpiPen use - Appropriately trained staff e.g., Paediatric First Aider - Administration of medicines procedures e.g., Consent forms filled in by parents - Intimate Care facilities and policy - Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See "Accessibility Plan") - Risk assessments completed as appropriate e.g. off-site visits - Curriculum and access to books and resources which include people with disabilities and medical needs	- Specific adaptations e.g. lighting, adjusted seating position, adapted resources, additional check-ins - Small group targeted and time-bound interventions e.g. Handwriting, Dough Disco, Funky Fingers, Smart Moves, Jimbo Fun, Fizzy - Access to more regular sensory circuits and breaks with additional adult across the day - Health Care Plan/Risk Assessment in place - Training for named staff for administration of medication. For example – insulin - Specialist pens/pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion, wobble stools, specialist cutlery or scissors - Adaptive ICT as required e.g. text-to-speech, voice recording, adapted resources, access to a laptop, reading apps, touch-typing programmes - Flexibility with uniform policy for pupils with sensory needs - Access to an individual safe space or low-sensory input/adapted workstation which may be in or out of the classroom e.g. tent, pod, quiet area - Additional time to complete tasks - Adapted resources e.g. enlarged text, bold writing pens	- Staff follow recommendations from medical team - Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Deaf and Vision Teams - Use of personalised, specialist equipment e.g. audio loops, hearing aids, sensory resources, adapted seating - Adaptations to classroom/school environment as required - Bespoke and individualised timetable and/or curriculum based on specific physical, sensory or medical needs - Annual review for pupils with an Education Health and Care Plan



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Transition to and from school	• Open days for prospective parents • Reception staff to visit all nursery and playgroup settings to meet children • Reception intake to make several visits to school during the summer term • Information evening in July for new parents • Transition visits at the end of summer term for all pupils moving up a year • Visits from staff from feeder secondary schools • Year 6 visits to local secondary schools to participate in activities and intake days • Head of Year/Form Teacher to attend meetings with class teacher • Exchange of data • Open evenings at High School for Year 6 children	• Additional visits to school on request • Additional visits to secondary school as deemed appropriate accompanied by Teacher/Teaching Assistant/Parent • Support for parents in liaising with secondary school to discuss concerns and provision • More in-depth conversation with Head of Year 7/SENCOs for pupils being monitored or receiving SEN Support	• Individual meetings with SENCO for pupils entering or leaving school with SEND needs • Tailored and personalised transition plans created for all pupils with SEND • Personalised Transition Books created with child • Additional accompanied visits to secondary school as deemed appropriate • Specific transitional activities arranged as appropriate • Support to parents in liaising with secondary school to discuss concerns and provision • High School SENCOs invited to all transfer EHCP reviews for Year 6 children