



At St. Dunstan's Catholic Primary school we place a great emphasis on the early identification of a child's barriers to learning and also to how they are coping with the fullness of school life.

We put in adjustments and sometimes interventions to help to alleviate these barriers and we record the impact on the child's One Page Profile.

There are 3 school-based stages of support:

Ordinarily Available Provision-all children

All children receive good quality, inclusive teaching everyday as part of our quality first teaching pedagogy. This means that our teaching staff are highly skilled in delivering teaching and learning to children with a range of needs so that they can access the curriculum fully.

Additional/ Enhanced Provision –some children

Some children receive specific additional intervention. This may take place within the classroom or outside of the classroom. Interventions are often targeted at a group of children with similar needs but may also be individualised. Progress is monitored and recorded on the child's one –page profile. Teachers will also answer any questions regarding interventions at parent-teacher meetings.

Personalised Provision –a few children

A few children receive targeted intervention, often with professional involvement. At this stage parents are working closely with the school and are aware of their child's needs and which professionals are involved. Reports or targets are shared with parents.

For further details of the three stages of support, please see below.

	All children –Ordinarily Available Provison	Some children – additional or enhanced support	A few children –Personalised support
Communication and interaction	<ul style="list-style-type: none"> • Adapted planning and teaching • Questions accurately pitched and given with thinking time • Sentence stems for framing answers • Interactive displays and careful classroom environment • Key vocabulary displayed • Daily speaking and listening opportunities • RSHE work is a high profile part of the curriculum • Frequent talk partners and collaborative working • Opportunities to speak publically • Structured class and whole school routines • Pupil voice and opportunitis for leader roles in school • Visual timetables in all classrooms • 'I do, we do , you do' mastery lesson structure • Positive verbal feedback • Outdoor learning opportunities • Wide range of clubs and activities • Residential trips in Year 4 and 6 • Performance opportunities • Young Explorers and After School Club • Language rich texts • Adult modelling 	<ul style="list-style-type: none"> • Pre –teaching groups • Over –teaching skills sessions • Social skills focus – mentoring and facilitation • Zones of regulation tool kits • Restorative justice processes • Key word mats • Language screening tools • Visual reminders of key vocabulary needed and specific rules and social targets • Listening and focus groups • Extended processing time • Lego therapy • Adult support during unstructured play • Taskboards • Key person to talk to • Inclusion Room Activites • Friendship games • Behaviour Support Plan • Attention Autism • Mindmapping, use of white board to record instructions • Extra adult check-ins 	<ul style="list-style-type: none"> • NELI program • Speech and language therapy targets • Observation, liason and targets from Freemantle's Outreach service • Observation, liason and targets from STIPS behaviour support • Mindworks strategies and support • Use of dual coding –Inprint program • Makaton • Intensive Interaction • Aided Language Display boards • Designated adult support during unstructured play • Reduced timetable • Managed lunchtimes



	All children –Ordinarily Available Provison	Some children – additional or enhanced support	A few children –Personalised support
Cognition and Learning	<ul style="list-style-type: none"> • Embedded quality first teaching skills • Regular monitoring of teaching and learning • Evidence based Mastery curriculum • Adult understanding of cognitive overload and retrieval practice • Every lesson has challenge • Curriculum is adapted at planning, delivery and outcome stages • Next steps identified through instant feedback • Learning is broken down into manageable small steps • Adult understanding of cognitive overload and retrieval practice • Reading support • Colourful Semantics • Key vocabulary explained and modelled • Individual and group reading • Use of ICT to enhance teaching and learning • Directed seating • Dyslexia friendly classrooms • 'Enable tables' and visual resources for all English work • High expectations for all • Real life contexts to promote links • Specialist Music and PE teachers • Child-led learning opportunities • Effective questioning • Regular testing, data points and progress meetings held • Exciting trips and visitors • Concrete manipulatives in Maths • Feedback to parents at least termly • Weekly programme of teacher and teaching assistant training • Dyslexic friendly reading books 	<ul style="list-style-type: none"> • One to one reading • Handwriting support • Helpful huddles • Pre –teach Maths and English • Directed adult support in classrooms • Use of chromepads • Use of task boards • Sloped desks, pencil grips, double line spacing • Number sense • Mathletics • NESSY • Beat Dyslexia • Guided reading /chatter groups • Little Wandle –rapid phonic catch up programme • Hornet/Wasp Literacy Primer • Mindmapping on individual white boards • Literacy for All • Colourful Semantics 	<ul style="list-style-type: none"> • Targetted adult support • Appropriate further assessment from SENDCo • Liason with specialist services • Use of selected targets from outside specialist dyslexia / dyscalculia assessment reports • Referral into Specialist Teachers for Inclusive Practice (learning) • Referral to Educational Psychologist • Targets and strategies implemented from Surrey Services



	All children –Ordinarily Available Provison	Some children – additional or enhanced support	A few children –Personalised support
Social, emotional and mental health	<ul style="list-style-type: none"> • Catholic values and ethos • Mission song –peace, love, excellence • Rewards and celebrations • RE and Spiritual life • RSHE –around celebration of difference • Class dojos and house points • Play leaders • Reception Buddies • Zones of regulation -tool kits • Restorative conversations • Structures rules, routines and whole school consistency • Golden tickets to meet with headteacher • Reward charts • Spotlight time • Extra classroom and whole school responsibilities • Worry boxes • Board games/lego time on the playground • Reading area on the playground • Experienced TA's to faciliate social time interactions • Attendance carefully monitored • Chaplain/ safe adult to talk to 	<ul style="list-style-type: none"> • ELSA –individual check-ins • ELSA -6 weeks course (anger management, friendships, self-estem or managing emotions) • Rainbows programme for divorce or bereavement • Safe places to go – time out cards • Use of social stories and comic strip conversations • Lego therapy • Directed use of specific calming strategies • Inclusion room as calming time • ABC logs to monitor triggers • Working in partnership with parents • AHT who leads on Pastoral care • Extra transition support • Grounding techniques to regulate • Sensory circuits 	<ul style="list-style-type: none"> • Mental health care plans • Key staff trained in positive touch and safe movement • Individual Risk assessment • Behaviour action plan • Referral to Behaviour support – strategies implemented • Home/ school consistent reward system • Regular parental communication • Request for Mindworks involvement



ST. DUNSTAN'S

	All children –Ordinarily Available Provison	Some children – additional or enhanced support	A few children –Personalised support
Sensory and Physical	<ul style="list-style-type: none">• Medical needs procedures• Flexible teaching arrangements• Whole school life is fully inclusive of children with additional physical needs• Disabled toilets• Writing slopes/ pencils grips/ wedge cushions• Adaptions for children with physical difficulties• Movement breaks• Appropriate seating for all• Children positioned carefully and reguarly checked for hearing or sight access• Motor development opportunities with PE• All staff have basic first aid training• Outdoor learning opportunities for all• Sensory fiddle toys or fabric	<ul style="list-style-type: none">• Additional staff training provided for hearing, visual and other physical additional needs• Standard professional visits to explain equipment needed• Specialist groups and clubs promoted for belonging and self esteem• Occupational Therapy helpline or information online• Sensory circuits	<ul style="list-style-type: none">• Referral and specific targets or exercises from Occupational Therapy• Use of specialised equipment• Risk assessments and adjustments made to enable trips and residentials to be accessed• Regular opportunities to follow Physio recommendations planned into the school day• Referal to school nurse