

We strive, we learn, we achieve'

Henley Green Primary School Graduated Support



We are a fully inclusive mainstream school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This report gives you information regarding the ways in which we ensure we support all of our pupils with Special Educational Needs and Disability (SEND), in order that they can realise their full potential.

Provision may change and develop over time.

This document our school's graduated approach in supporting all pupils.

This document should be read in conjunction with the school's SEND Information Report & SEND Policy.

KS1	Universal Underpinned by 'Class Provision Plans'	Targeted Monitored through 'Pupil Progress Meetings'	Targeted SEND Passport to Progress/ My Plans/ EHCP
Reading/ Phonics	<ul style="list-style-type: none"> Read Write Inc groups differentiated to meet pupil needs. Oxford Reading Tree home readers. Differentiated activities including planned adult support. Additional reading groups as part of Guided Reading. 	<ul style="list-style-type: none"> 1:1 reading support Dancing Bears intervention Monster Phonics Additional RWInc booster groups Paired Reading Trugs 	<ul style="list-style-type: none"> Diagnostic Assessment by the SENDCo using: Phabb, Salford Reading Test, Yark reading assessment leading to targeted Passport to Progress provision. Assessment by LAWSS or Educational Psychology. For some pupils, 1:1 support is required
Writing/ Spelling	<ul style="list-style-type: none"> Differentiated English tasks, including adult support. Word mats, additional language support. Access to resources: alphabet mats, dictionaries Weekly spelling targets. 	<ul style="list-style-type: none"> Clicker 6 Monster Phonics Read Write Inc booster groups Trugs 	<ul style="list-style-type: none"> Diagnostic assessments by SENDCo: letter formation, alphabet knowledge (Phabb), Vernon spelling assessment, Visual Screening/ Dyslexia screening; leading to targeted provision through Passports to progress. Assessment by external agencies: LAWSS, Educational Psychology; with targeted review meetings. For some pupils, 1:1 support is required

<p>Maths</p>	<ul style="list-style-type: none"> • Differentiated lessons with targeted adult support. • Access to support materials: hundred squares, multiplication grids, success criteria. 	<ul style="list-style-type: none"> • Rapid Maths intervention groups • First Class at Number • Additional teaching groups 	<ul style="list-style-type: none"> • Dyscalculia Screening assessment • Assessment by LAWSS/ Educational psychology leading to Passport to Progress provision. • For some pupils, 1:1 support is required • Rapid Maths programme for Maths lessons (small group)
<p>Social/ emotional well-being</p>	<ul style="list-style-type: none"> • Differentiated PSHE/ R.E lessons • Implementation of 'Elli Learning' ethos • Play workers facilitating social groups at play-times 	<ul style="list-style-type: none"> • Learning Mentor support • Time For You intervention groups • Social Skills group 	<ul style="list-style-type: none"> • Time For You • Referral to CAMHS: Vibes/ Journeys. • Behaviour support charts/ responsibilities in the classroom • Positive Handling Plans/ PEEP/ Risk assessments. • Individualised induction plans • For some pupils, 1:1 support is required
<p>Language/ Communication</p>	<ul style="list-style-type: none"> • WELCOMM/ Speechlink screening assessment • Differentiated tasks leading to teaching the exploration of language 	<p>Speechlink intervention groups</p>	<ul style="list-style-type: none"> • Speech and Language Therapy assessment & intervention • Learning mentor support groups • For some pupils, 1:1 support is required
<p>Physical development</p>	<ul style="list-style-type: none"> • In class provision: pencil grips, writing slopes. • Differentiated PE lessons 	<ul style="list-style-type: none"> • Handwriting intervention groups • BEAM 	<ul style="list-style-type: none"> • Targeted motor skills box • Referral for Occupational Therapy assessment.

KS2	<p style="text-align: center;">Universal</p> <p style="text-align: center;">Underpinned by 'Class Provision Plans'</p>	<p style="text-align: center;">Targeted</p> <p style="text-align: center;">Monitored through 'Pupil Progress Meetings'</p>	<p style="text-align: center;">Targeted SEND</p> <p style="text-align: center;">Passport to Progress/ My Plans/ EHCP</p>
<p style="text-align: center;">Reading/ Phonics</p>	<ul style="list-style-type: none"> • English lessons differentiated to meet pupil needs. • Oxford Reading Tree home readers leading to Free Readers. • Differentiated activities including planned adult support. • Additional reading groups as part of Guided Reading. • Salford Reading Assessment 	<ul style="list-style-type: none"> • 1:1 reading support • Project X reading intervention • Talisman Reading intervention • Paired Reading • Trugs 	<ul style="list-style-type: none"> • Diagnostic Assessment by the SENDCo using: Phabb, Salford Reading Test, Diagnostic Reading Assessment leading to targeted Passport to Progress provision. • Assessment by LAWSS or Educational Psychology. • For some pupils, 1:1 support is required
<p style="text-align: center;">Writing/ Spelling</p>	<ul style="list-style-type: none"> • Differentiated English tasks, including adult support. • Word mats, additional language support. • Access to resources: alphabet mats, dictionaries • Weekly spelling targets. • Vernon Spelling Assessment 	<ul style="list-style-type: none"> • Clicker 6 • Project X • Read Write Inc Fresh Start • Nessy • Trugs 	<ul style="list-style-type: none"> • Diagnostic assessments by SENDCo: letter formation, alphabet knowledge (Phabb), Vernon spelling assessment, Visual Screening/ Dyslexia screening; leading to targeted provision through Passports to progress. • Assessment by external agencies: LAWSS, Educational Psychology; with targeted review meetings. • For some pupils, 1:1 support is required
<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Differentiated lessons with targeted adult support. • Access to support materials: hundred squares, multiplication grids, success criteria. • Timestables Rockstars 	<ul style="list-style-type: none"> • Rapid Maths intervention groups • First Class at Number • Number partners • Additional teaching groups 	<ul style="list-style-type: none"> • Dyscalculia Screening assessment • Assessment by LAWSS/ Educational psychology leading to Passport to Progress provision. • For some pupils, 1:1 support is required

<p>Social/ emotional wellbeing</p>	<ul style="list-style-type: none"> • Differentiated PSHE/ R.E lessons • Implementation of 'Elli Learning' ethos • Play workers facilitating social groups at play-times 	<ul style="list-style-type: none"> • Learning Mentor support • Lego Club • Social Skills group • Transition groups • Individualised lunchtime timetables 	<ul style="list-style-type: none"> • Time For You • Referral to CAMHS: Vibes/ Journeys. • Behaviour support charts/ responsibilities in the classroom • Positive Handling Plans/ PEEP/ Risk assessments. • Individualised induction plans • For some pupils, 1:1 support is required
<p>Language/ Communication</p>	<ul style="list-style-type: none"> • Differentiated tasks leading to teaching the exploration of language 	<ul style="list-style-type: none"> • Memory Magic • Speech and Language focus group intervention 	<ul style="list-style-type: none"> • Speech and Language Therapy assessment & intervention • Learning mentor support groups • For some pupils, 1:1 support is required
<p>Physical development</p>	<ul style="list-style-type: none"> • In class provision: pencil grips, writing slopes. • Differentiated PE lessons 	<ul style="list-style-type: none"> • Handwriting intervention groups 	<ul style="list-style-type: none"> • Targeted motor skills box • Referral for Occupational Therapy assessment with follow up task work.