

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.

EYFS	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 Additional RWInc booster groups 	<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: speed sound mats, green and red word cards 	<ul style="list-style-type: none"> Read Write Inc booster groups Morning books (practicing names → red words) Handwriting session 	<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: fingers, beads, Numicon 	<ul style="list-style-type: none"> • 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 PSED lessons • Implementation of 'Elli Learning' ethos (introduced Spring term) • Play workers facilitating social groups at playtimes 	<ul style="list-style-type: none"> • Learning Mentor support • Time For You intervention groups 	<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 	<ul style="list-style-type: none"> • Wellcomm intervention groups 	<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: funky fingers gym • Differentiated outside challenges and planning 	<ul style="list-style-type: none"> • Handwriting intervention groups • Disco Gym • Funky Fingers Gym activities 	<ul style="list-style-type: none"> • Referral for Occupational Therapy assessment.