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St Benedict's C of E VA Junior School SEN Policy and Information Report

Agreed by:		
NAME/ROLE	SIGNED	DATE
Shena Caston – SENCo		January 2026

Next review due on or before:	January 2027
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1. Aims

Our SEN Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our School Offer:

St Benedict's Junior School is an inclusive, warm and welcoming school. We are a two-form entry Junior school with 237 children on roll. We aim to meet the wide range of needs of each and every learner at our school. We combine quality first teaching with a range of provision, working with other professionals and keeping families and children at the core of what we do. Our expectations for all children are high, and we extend these high expectations to all our learners with SEND – aiming for the best possible progress for each child. Children's individual strengths and achievements are celebrated and we work hard to overcome barriers to learning. Where a child has additional needs, we strive to assess those needs as accurately as we can, and make accommodations and adjustments to enable good progress and enhanced wellbeing. This may involve time-limited intervention, extra support in the classroom, or a more personalised timetable. Parents are an important source of information and support, and the voice of the child is also a vital part of the process.

2. Legislation and guidance

Our SEN policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special educational needs are addressed in four main categories:

- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social, emotional and mental health

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Shena Caston.

She will:

- Work with the headteacher (Mr Piers Ranger) and SEN governor (Mrs Chris Bennetts) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Mrs Chris Bennetts.

She will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The head teacher is Mr Piers Ranger.

He will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 The Staff as a Team

St Ben's prides itself on its ethos of teamwork, and the staff as a whole have regular training opportunities with the aim of a consistent and cohesive approach for our pupils. Recently this has included input on trauma-informed practice, strategies for inclusion for autism in the classroom, and phonics for reading and spelling interventions. Individual staff have different strengths, and if updates in specific knowledge or expertise are needed then we approach relevant providers.

5. SEN information report

5.1 The kinds of SEN that are provided for

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health

- Sensory or physical

If your child has SEND then their needs will fit into one or more of these categories. A school's provision for SEND is 'additional to and different from' that already provided within the school's differentiated curriculum.

5.2 Identifying pupils with SEN and assessing their needs

As a junior school, many of our children with additional needs will have already been identified. We also conduct entry-level assessments for our children arriving in Year 3. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. If expected progress is not being made, an initial Expression of Concern will be filled in by the class teacher.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If your child is identified by the teacher and SENDCo as requiring special educational provision, you will be notified. Your child's class teacher will then draw up a document complying with the Somerset Graduated Response known as an Assess, Plan, Do, Review form (APDR). An example can be seen below. This will use information from you, your child and the teachers to decide on desired outcomes for your child. We will also include what support is needed. APDRs are reviewed regularly and shared with parents at parent's evening, or on request. The aim of additional provision is to support your child to make the best possible progress and to achieve their personalised targets. Your child will be removed from the SEND register if they no longer require support that is 'additional to and different from' that provided to their peers.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty

- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (APDR).

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Most of our pupils come to us from St John's C of E Infant School in Glastonbury. The Heads of both schools meet regularly, as do the SENCOs. During Year 2, there are various opportunities for visits and activities, for example a reading session with Year 5, or Sports Day on the St Ben's field. For children with additional needs there are enhanced transition plans so that they become more familiar with the new setting and with key members of staff.

Most of our children move onto secondary school at St Dunstan's. A smaller number of our pupils transfer to Crispin or Wells Blue School. Transition is well established with all our main secondary schools and we have strong support structures in place to ensure all children's needs are well understood by their new setting.

In Summer term of Year 6, enhanced transition groups will be identified for requiring additional transfer support. This may involve, for example, taking weekly cooking classes at secondary school over a number of weeks, or 1:1 time spent in the new school understanding its layout and meeting staff. We have a strong relationship with pastoral teams at the secondary schools. Your child's information and SEN file will be transferred once they are on roll at their new secondary school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This is universal provision for all of our learners (as referenced in the Core Standards and as per our graduated response pyramid. Children have access to a broad and balanced, well differentiated curriculum. Children and young people requiring provision that is additional to and different from their peers, will receive a variety of interventions or additional support tailored to their individual need. A copy of our provision map (for each different area of SEN) can be found at the end of this report.

We use the graduated provision tool as laid out by Somerset

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

to ensure good practice, and early identification and support of needs.

Support and intervention at our school includes (but is not limited to):

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean –

- that the teacher will make changes to their teaching to suit the needs of all learners (e.g. including more practical learning opportunities) so that your child is fully involved in learning in class.
- that the teacher has high expectations of all learners in their care.
- that all teaching is built on what your child already knows, can do and understands.

- that specific strategies (that may have been suggested by the SENCO) are in place to support your child to learn e.g. fidget toys, coloured reading screens, access to technology.

Your child's teacher will assess your child's progress and will make careful decisions based on whether they feel they need additional support to help them close gaps in their understanding and learning. The progress of each individual is regularly reviewed and discussed with the Headteacher at Pupil Progress Meetings.

Specific Group Work.

If your child's needs relate to more specific areas of learning then your child may be included in an intervention group. This type of intervention may be run in the classroom or a group room and be led by the class teacher or a teaching assistant (TA). Types of group work include:

- Maths interventions (including Y6 booster groups, personalised interventions)
- Reading interventions (daily readers, Individualised Literacy Interventions, Read Write Inc phonics, comprehension groups)
- Handwriting or fine motor skills interventions
- Gross motor skills groups
- Nurture groups (support with emotions and feelings)
- ELSA (emotional literacy coaching)
- 1:1 learning mentor support

Some children may be identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This could include the Educational Psychology Service, the Virtual School or the Integrated Therapy Team. In order to access this support, the SENCo would meet with you to discuss any referral needed and obtain your permission.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided by an Educational, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Universal Provision or SEN Support.

5.7 Adaptations to the curriculum and learning environment

We are committed to inclusion and ensuring the needs of all learners are met at St Benedict's. Please see the website for a link to our accessibility plan.

We make the following adaptations to ensure all pupils' needs are met:

- differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing as required
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants in each class, some of whom who are trained to deliver interventions such as those listed in section 5.6.

Teaching assistants will support pupils more intensively or regularly when they have an Education, Health and Care Plan (EHCP) which states this is a requirement to meet outcomes on their plan, or their needs require 1:1 support (this would be part of building evidence for a statutory assessment or to support a pupil whose behaviour is unsafe without this support).

Teaching assistants will support pupils in small groups when directed by the class teacher, to support in class or outside of the classroom on specific interventions.

Where appropriate, we will seek advice and support from external agencies to ensure that provision is as effective as possible.

5.9 Expertise and training of staff

Our SENCO has extensive experience in this role and has worked as a teacher and SENCO in a range of schools. She is allocated 2 days a week to manage SEN provision.

Mrs Jane Newbury is our Inclusion Manager, who runs our nurture provision alongside Mrs Rachel Tidball, our Learning Mentor. We have a team of teaching assistants who support children and class teachers across the school.

Different members of staff have received various training related to SEN. Training is often completed and set up according to the needs within school and will cover the main barriers to learning in the four areas of need described in the Code of Practice (2015). We have teaching assistants trained in delivering Individual Literacy Intervention (ILI) and other programmes.

Within the last few academic years, staff have attended training on:

- attachment (delivered by the educational psychology service)
- trauma (as part of our Trauma Informed Schools accreditation)
- sensory processing difficulties
- autism in the classroom
- specific medical care
- emotionally based school avoidance
- attention deficit hyperactivity disorder

5.10 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

- Equipment is provided on an individual basis
- Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy.
- A range of coloured overlays, visual timetables, pencil grips, adapted scissors and rulers are available when required or advised by specialist services.
- Individual requirements will be discussed with parents and specialists in order that barriers to learning can be overcome.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards the outcomes recorded on their APDR
- Reviewing the impact of interventions regularly
- Reviewing progress through termly data gathering and a range of formal and informal assessments
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

- Talking to children and hearing their voices, views and opinions
- Termly Pupil Progress Meetings between the Headteacher and class teacher

Other methods of our evaluation include:

- Book scrutiny
- Provision mapping
- SENCO/Senior Leadership/Governor monitoring
- Learning walks
- Performance management targets

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN:

We aim for all children to be included on school day trips and residential stays. We will consult with parents to discuss what accommodations are possible so that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

The school has been adapted for wheelchair access, with ramps outside and a wheelchair lift in the main building. We have a disabled toilet. Our accessibility plan can be found on the school website.

Other adjustments and accommodations are routinely made by teachers in their classrooms.

5.13 Support for improving emotional and social development

Here at St Benedict's, we recognise that a child's wellbeing and their emotional and social development are key to them being able to learn. The class teachers monitor the well-being of every child in their class. They plan Personal, Social and Health Education (PSHE) activities, giving the children opportunities to develop their social and emotional well-being. Classes have pupil Wellbeing Champions who represent their peers. Children are encouraged to respect and take care of each other both in the classroom and in the playground. We offer a daily selection of extra-curricular activities aimed at providing children with a breadth of experience. Termly, children in upper school take part in surveys designed to measure their wellbeing and identify any areas of concern. We use these to identify children who may benefit from additional pastoral support.

We are incredibly lucky to have two dedicated wellbeing areas within our school. Our 'Beehive' is our nurture support room, providing a space for children who may be overwhelmed or unable to access classroom learning for any reason. It is from this space that Mrs Tidball,

our learning mentor, runs Nurture Group provision for our younger children. Mrs Tidball also runs activities for children with an identified need to further develop their social and emotional skills. Mrs Tidball and our Inclusion manager, Mrs Newbury, may also offer mentoring and 1:1 support sessions for children as appropriate. There are three qualified Emotional Literacy Support Assistants (ELSAs) on the staff.

We also have our 'Burrow'. This room was developed to provide an indoor/outdoor space designed to support children who have additional pastoral needs. Visiting professionals supporting particular children have access to this space, and we now welcome a visiting 'reading dog' on a regular basis.

Children who are identified as having difficulties with their social, emotional and mental wellbeing will be offered support as appropriate from our pyramid of provision (below). Any referrals to therapy or counselling will take place in conjunction with discussion with parents and class teachers.

We take a zero-tolerance approach to bullying. Through assemblies, PSHE sessions or Circle Time, and daily interaction with the children, we aim to promote an ethos of kindness and teamwork. Restorative Justice is often used. There is a team of Peer Supporters in the playground who are very effective in listening to children and settling some issues.

If a child or parent thinks that bullying is taking place, the first person to contact is the child's teacher. They will try to resolve the issue, and can count on the support of the Inclusion Manager Mrs Newbury, the Headteacher and Deputy Head. Please refer to the school's [Anti-Bullying Policy](#).

5.14 Admission of Disabled Pupils

The school is committed to providing an inclusive environment. Admissions will be managed in accordance with the School Admissions Code, the Equality Act 2010, and the SEND Code of Practice: 0–25 years (2015). No pupil will be treated less favourably because of a disability, and the school will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage in accessing education and school life. The school will work in partnership with parents/carers, relevant professionals and the local authority to identify and, where appropriate, put in place suitable provision to meet individual needs.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will participate in and follow the Local Authority's consultation process and will admit the pupil where the school is named in the EHCP in accordance with statutory requirements. The school will take all reasonable steps to ensure that disabled pupils can access the curriculum, facilities, and wider opportunities available to their peers.

5.15 Working with other agencies

Your child may have a specific need which requires us to consult a specialist service. We work closely with any external agencies that we feel are relevant to individual children's needs within our school.

These may include: Educational Psychologists, Hearing & Visual Support Teachers, Physiotherapists, Access to Inclusion, Occupational Therapists, Child and Adolescent Mental Health Service (CAMHS), the Neurodevelopmental Pathway, Advisory Teachers, Parent and Family Support Advisor (PFSA) and Speech and Language Therapists.

We work collaboratively with The Mendip School and the Tor School who offer outreach provision and staff training.

We also work with a range of other services including Family Intervention services and Children's Social Care including the Children's Disability Service and Social Workers.

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy (found on website).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEN

[Somerset Parent Carer Forum](#) is an independent group of parent carers who have joined together to share information, their views and experiences of children's/young person's services (0-25 years) they already use or would like to use in the future. Phone: 01458 259384

<https://somensetsendias.org.uk/> is a free service providing impartial information, advice and guidance to all parents and carers of children with SEND. Phone: 01823 355578 email: info@somensetsend.org.uk

5.18 Contact details for raising concerns

The first point of contact would be your child's class teacher to share your concerns. If you wish to meet with the SENCO, Mrs Shena Caston, please speak to the office about making an appointment with her.

5.19 The local authority local offer

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
is the local Somerset offer.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to:

- Accessibility plan
- Behaviour policy
- Anti-bullying policy
- Complaints procedure
- Supporting pupils with medical conditions

Glossary of the most used SEND terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS/HYMS	Child and Adolescent Mental Health Service/Healthy Young Minds Stockport
CoP	Code of Practice
CP	Child protection
EBD/SEMH	Emotional and Behavioural Difficulties/Social, Emotional and Mental Health Difficulties
EHCP	Education Health and Care Plan
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals

HI	Hearing Impairment
IBP/SSP/TLP	Individual Behaviour Plan/SEN Support Plan/Teaching and Learning Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapy
PCR	Person Centred Review
PSP	Pastoral Support programme
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty



	Team Around the Child
VI	Visual Impairment

St Benedict's graduated response relies on our APDR process of assessing children's needs, planning to meet them, implementing support and reviewing on a regular basis. These cycles inform us whether our graduated response is meeting the needs of these children, and if not, how to progress further. APDR cycles are tracked through our Learning Plans, and regular meetings with parents or carers.

THE FOUR-PART CYCLE

ASSESS:

Identifying a child/young person as needing SEND support, drawing on assessments and the individual development in comparison to their peers.

PLAN:

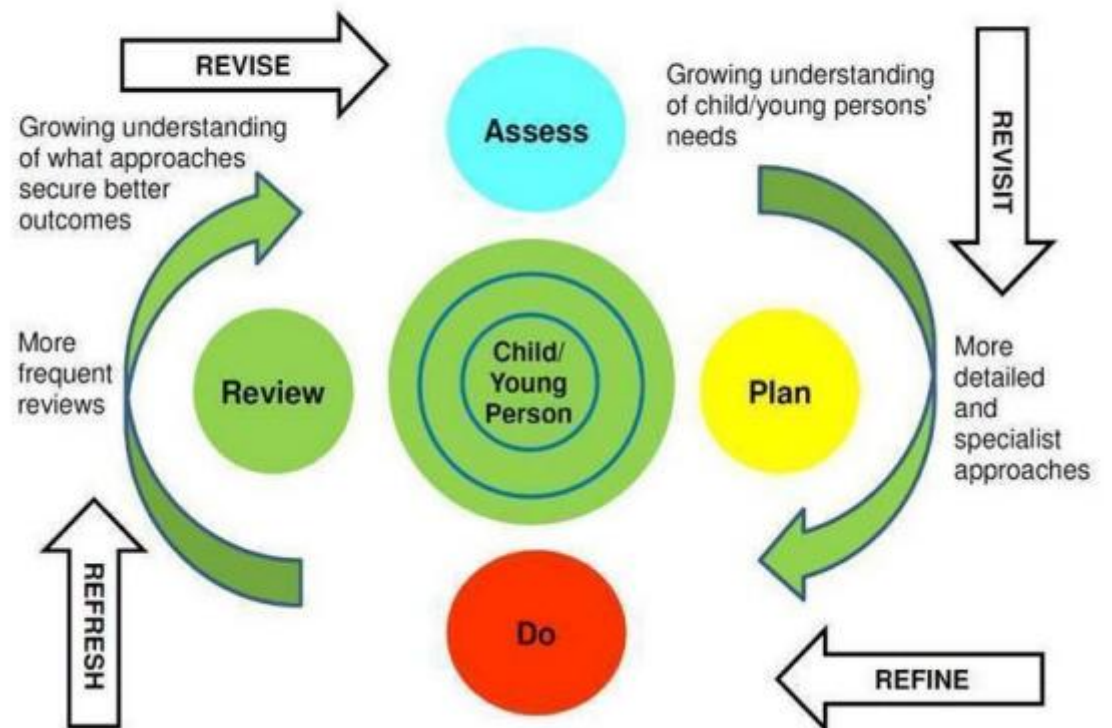
Appropriate support and intervention provided to meet the identified outcomes for the child/young person.

DO:

Multi-agency practitioners are responsible for implementing the agreed plan.

REVIEW:

Regular review of the effectiveness of support and interventions and their impact on the child/young person's progress.



Assess, Plan, Do, Review

Pupil Name	Year/Class	Term (Aut/Spr/Sum)	APDR Cycle Number	Date	Review Date

Teacher	SEN Support/High Needs/EHCP	EAL Yes/No	Pupil Premium Yes/No	CLA/PLAC	

Assess: Main areas of Need/Barriers/Strengths

Intended Outcomes Address barriers. SMART- Specific, Measurable, Achievable, Realistic, Timely and capture WHY they are in place for example 'so that...'	Baseline Data	Plan/Do Refer to Somerset's Graduated Response Tool, School Provision Map, or EHCP section F	Duration Weeks / frequency	Staff/Pupil Ratio	Staff Involved	Data Review	Review of Outcome and Next Steps How do you know it was or wasn't achieved? What are the next steps based on the progress made?

Other Information:	
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EHCPs

Few Children

Children who fail to make progress on SEN support, or who have complex and acute needs that need multi-agency support, may have EHCPs. EHCPs are legal documents and we have an obligation to meet the provision in them. These children may have additional adult support in class, and specialized and personalised planning and timetables, in addition to the provision below. The class teacher and key adults will need to be aware of the outcomes in the EHCP and support the child in meeting them. Reviews will be annual (in addition to their Pupil Passports). Families are involved in target-setting and decision-making, incorporating the child's voice where possible. Formal transition planning is needed for when these children move sector.

SEN Support

Some Children

All of the below still applies. However, some children need provision which is **additional to and different from** the universal approach. These children will have Pupil Passports which are updated and shared with parents every term. These will include specific targets relating to their SEN and additional assessment / information gathered by key staff to inform next steps. These children may need and have access to: nurture groups, 1:1 with ELSA or our inclusion manager, maths or literacy interventions, input from external agencies (speech and language, occupational therapy, autism and communication services, educational psychology). They may have access arrangements for assessments (doing a different year group's assessments, additional time, doing their assessment externally) or use technology (Clicker, typing) for written work. They may need: wobble cushions, fidget toys, pencil grips, writing slopes or access to a safe space like the Beehive. They may receive counselling, play therapy or art therapy.

Universal

All Children

Quality First Teaching. Every teacher is a teacher of every child and young person and is responsible for appropriate differentiation through high quality, quality first teaching. A language and opportunity-rich environment. High aspirations and expectations for all children and young people are realistic and are set in partnership with children, young people and their parents / carers. Data monitoring happening 3 x yearly with regular feedback to parents. Reasonable adjustments are made to enable the curriculum to engage ALL children and young people. ClassDojo is used to communicate with parents and share successes.



Provision Map St Benedict's C of E (VA) Junior School – Communication and Interaction

Name Class

<i>Universal Provision</i>	<i>SEN Support</i>	<i>High Needs/EHCP</i>
• Quality First differentiated planning and teaching • STC learning environment • Thinking maps/visual planning/text maps/writing frames • Talk For Writing • Thinking partners/talk partners • Clear success criteria/learning outcomes • Drama and role play activities as part of lessons • Assemblies, singing, music lessons, school performances • ICT resources to aid and support recording • Visual timetable • Visual prompts/checklists • Gestures to support spoken language • Clear, unambiguous language • Chunked instructions • Targeted adult support • Key vocabulary displayed • Structured routines • School council to promote pupil voice	• Small group visual timetable • Pre-teach/over-teach vocabulary (TA support) • Speech and language group • Support from Speech and Language Therapist (SLT), • Widgit text, eb for social stories • Talking Tins • Feelings Fans • Ear defenders in noisy situations • Theraputty for focus • Referral to the Neurodevelopmental Pathway if appropriate • Advice from Access to Inclusion • Gardening/Forest School activities	• Individual visual timetable • 1:1 Speech and language intervention • Individualised programme for communication based on SALT advice/care plan • Social Stories to address issues or prepare for change • Educational Psychologist. • On-going support from Occupational Therapy • Outreach support from advisory teachers • STC signing where recommended • Personalised accommodations involving technology

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Residential trips• Reflection times• Educational visits | | |
|---|--|--|



Provision Map St Benedict's C of E (VA) Junior School – Cognition and Learning

Name _____ Class _____

Universal Provision	SEN Support	High Needs/EHCP
• Dyslexia friendly practice • Vocabulary on display • Accelerated Reader • Visual prompts • Multi-sensory methods • Broad and balanced curriculum • Differentiation • Paired/modelled writing • Guided Reading • Dancemat Typing • Class iPad • Reading record book • Inspire workshops • Parents evenings • Reports of progress • Revision workbooks (Y6) • Extracurricular clubs and activities • Weekly differentiated spellings, times tables and mental maths. • Developmental marking • Visual timetable • Writing frames. • Special and adapted equipment to support pupils e.g. coloured overlays, pencil grips, triangular pencils	• Pre-teaching • In class teacher/teaching assistant to support differentiated learning • Rhyming games • Spelling games • Read/Write Inc • Numberstacks • Paired reading • Alternative methods of recording, eg adult/peer scribe, ICT – speech to text, text to speech • Small group support • Booster groups and small group interventions	• Precision teaching • Individualised Literacy Intervention • 1:1 pre-teaching • 1:1 support from teaching assistant • Adapted keyboard • Access to Chromebook for writing tasks • Alternative methods of recording • iPad apps

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Marking shared with children• Rewards – learning stars, teacher/ Head Teacher awards, achievement certificates. | | |
|--|--|--|



Provision Map St Benedict's C of E (VA) Junior School – Sensory and Physical

Name _____ Class _____

<i>Universal Provision</i>	<i>SEN Support</i>	<i>High Needs/EHCP</i>
• Flexible teaching arrangements • Handwriting programme • Pencil grips • Writing slope • Stress ball • Position in class • Targeted adult support • Healthy Schools accreditation • Access to new technology • Fidget toys and other sensory aids – wobble cushion, wobble board	• Targeted small group to develop letter formation • Targeted small group to improve handwriting • Keyboard skills • Fine Motor Skills intervention • Gross Motor Skills intervention • Active Maths • Gardening and Forest School activities	• Individual physiotherapy programme • Individual occupational therapy programme • Individual programme from hearing impaired support team • Individual programme from visual impairment support team • Disabled toilet facilities • Wheelchair access (ramps, lift in main building) • Wheelchair for use on trips etc • Hearing loop • Radio aids (TA to support maintenance)



Provision Map St Benedict's C of E (VA) Junior School – Social, Emotional and Mental Health

Name _____

Class _____

<i>Universal Provision</i>	<i>SEN Support</i>	<i>High Needs/EHCP</i>
• Quality First Teaching inc differentiation/dyslexia friendly/ SLCN framework etc • Consistency of approach from all staff i.e. empathic adult responses • Trauma informed schools training for all staff • Attachment and social emotional development • Team Teach/de-escalation techniques • Ethos of respect towards pupils • Positive role models of all staff • Positive relationships with parents • Whole school/class PSHW, SCARFE scheme • Peer mediation • Restorative approaches • Playground buddies/leaders • Friendship stop at play times • Outdoor classroom (Conservation Area) • School Trips • Breakfast and after school clubs • Sharing assemblies	• Enhanced TA support/listening time • Nurture Group • Social skills group • Small Group Forest School/outdoor activities and trips • Learning Plan • Wobble cushions/fiddle objects • Special place to sit in class (security/safety) • Buddy: listening time • Calm Box -calming activities and relaxation • Support with coming into school (minibus collection) • SEMH Assessment of need: Boxall, NFER • Behaviour Support Plan • Star Chart with short-term targets eg lesson-by-lesson • Class Dojo communication with parents • Support in the Beehive	• Key adults/more intensive support • Individual/personalised learning programme- looking at child's interests • Circle of Friends Alternative/enhanced arrangements at play and lunch times • Increased communication between staff and outside agencies • Emotional barometer- supporting self-regulation, eg Feelings Fan • Safe Place, pop up tent or the Treehouse to calm • Positive Handling Plans • Individual timetable if needed-prepare for changes • Pastoral Support Programme • Reduced Timetable • Social stories • Specialist therapeutic support:/ Counselling eg with Mental Health Support Team • Home-School book

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|--|--|--|
| <ul style="list-style-type: none">• Shared understanding of role of rewards and sanctions• Class Timetables• Visual timetables• Opportunities for play as a provision/need• School Council (Pupil Voice) | | |
|--|--|--|



St. Benedict's Pastoral Pyramid

Step 4:

Referral to our art therapy/outside agencies incl. PFSA/CSC/CAMHS etc.. Pupils would be identified by the pastoral team in conjunction with class teacher. Then agreed with Headteacher.

Any **Step 4** pupils would be assessed prior to play therapy and then again after. Parental consent for inclusion will be required in all cases.

Step 3:

Personalised/individualised sessions with Inclusion Manager (Jane Newbury) as a result of teacher/parental/pastoral team concerns.

Step 2:

Due to identified need*, the pupil would be selected for inclusion in nurture group or become part of a weekly/regular group, organised by the pastoral team.

In addition, Step 2 pupils may also work with an ELSA.

*This would involve discussion between the class teacher and the Learning Mentor/Inclusion Manager.

Parental consent will be required for inclusion in Nurture Group/regular **Step 2** intervention groups.

Step 1:

Voluntary access to Inclusion Manager or Learning Mentor (the Bee Hive): This may involve a teacher expressing concern and the Inclusion Manager checking in with a pupil, then offering them access to the Bee Hive (Inclusion Manager would then alert the teacher of this agreement).

Base Level: (No additional support required).

All pupils at St. Benedict's begin at Base Level and access each level as required.