**The levels of support and provision offered by our school**

All classes are fully inclusive, support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at Trewirgie Infants’ & Nursery School children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the ‘typical’ levels of provision, as such levels of support and provision will vary across time for individual children in response to their individual needs.

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|  | Whole school approaches:  the universal offer to all children and young people (Wave 1 provision) | Additional, targeted support and provision  (Wave 2 provision) | Specialist, individualised support and provision (Wave 3 provision) |
| **1) Listening to and responding to children** | * All children take part in PSHE lessons, as part of the Curriculum * Pupil Conferencing with subject leaders * Positive Behaviour Policy underpinned by a whole school TiS approach. All adults to be emotionally available to all children | * Success of different groups & individuals celebrated in whole school assemblies | * Children included in setting own personal learning targets on Individual Provision Maps in partnership with parents and teachers * Meet and greet * 1:1 specific support * Early Support - TAC meetings * Geevor Provision for children who need time in a quieter provision to work on individual targets. |
| **2) Partnership with parents & carers** | * ‘Open door’ policy throughout the school. Every parent is invited to attend parents evenings once a term * Yearly reports * Weekly newsletters available online, are emailed or sent as paper copies when requested * Use of Schoolcomms/ Dojo system to send regular emails and text messages and other communication as required * School website updated regularly with whole school information and celebration of successes * School Facebook page * Parental questionnaire every 2 years * Parents given access to EYFS Dojo Online system, which is interactive so that parents can contribute photos & any other information * New to EYFS home visits and stay and play sessions. | * Workshops for parents with class teachers as needed e.g. Makaton sessions * Early Help Hub advice | * Termly meetings for parents with children on Record of Need to review progress * Meetings with HT/SENCO/Teachers as requested * Outside agencies:- * Family services * Educational Psychologists * ASD Team * School Nurse * Early Support/ TAC meetings * SALT * Home school communication books |
| **3) The Curriculum** | * Curriculum is adapted within planning * Areas of the curriculum are linked through project skills based learning * Skills are developed and progression tracked through the curriculum * School is a member of TPAT * School is a member of range of groups to inform curriculum and ensure up to date practice & methods followed, including: Literacy & Maths Hub * Opportunities for all pupils to learn through individual and group discussion * Opportunities to work independently * Effective marking & feedback is used to move pupils on in their learning * Children have ‘talking partners’ & use peer assessment * TiS and Thrive whole school approach * PSHE and wellbeing at the heart of the curriculum * Emotional check in time * Structured routines are followed * Emphasis on Talk for Writing * Opportunities for self and peer assessment and reflection on work by all * Whole school tracking system to track and monitor every child’s progress * Inclusive friendly strategies are used in all classrooms * All classes well supported by teaching assistants for both academic and emotional needs * Teaching assistants model and explain effectively * Class teachers effectively utilise teaching assistants to establish teaching teams which provide targeted support when needed and then withdraw to promote independent skills * Visual timetables in each class | * Small group interventions for maths and literacy provided within each for those children that need additional support * Phonics support using Read Write Inc, ‘catch up’ groups * Speech and language support by trained member of staff * Additional daily reading * Specific Intervention groups for Sensory, Maths and Nurture support * Catch up funding used for lower ability intervention in maths and literacy * Lowest 20% phonics intervention catch up | * Termly reviews and meetings with parents for children on Record of Need, who have individualised provision maps, which record progress through Assess – Plan – Do – Review cycle * ‘Bespoke’ meetings with parents regarding specific issues as and when needed * Dyslexia screening in place from Year 1 as necessary and upon request * Home/School communication book used * Coloured over lays * Personalised curriculum * Different timetable and activities, as appropriate * Individualised ‘life skills’ programmes if appropriate * Small group support work with a specialised SEN team * Verbal feedback between parents and school at the start and end of each day as required/requested and/or school - home books * 1:1 Speech and language support - delivered by a TA trained in Speech & Language * Educational Psychologist * Cognition & Learning service * Additional Sensory input in collaboration with the Occupational Therapy service/EP Service * Multi agency (TAC) meetings to review areas of difficulty and levels of support |
| **4) Teaching and Learning** | * High expectations are made explicit * Verbal feedback and effective marking is used to move pupils on in their learning * Encouragement and praise are used effectively to engage and motivate children * All children are clear about the objective for each lesson and have clear success criteria. * Multi-sensory learning opportunities are used * Interactive strategies are used * Flexible groupings in classes * Effective and differentiated questioning in all lessons * School holds regular trips for all children linking to topics including outdoor trips and/or visits from speakers * Assemblies themed around PSHE lessons * Access to online learning e.g. Purple Mash, Tapestry and DoJo * Class and school rules are consistently emphasised and a positive approach to these is adopted at all times. * Opportunities for child led learning * Opportunities for self-assessment and peer assessment | * Individuals targeted questioning * Time and support given before responses are required * Various resources are used to help scaffold and structure work * Small focused groups supported with interventions and/or classroom based support * Pre-teaching as required * Alternative methods for recording used e.g. whiteboards, talking postcards | * 1:1 and/ or small group teaching where appropriate * Sensory breaks allowed for to maximise learning * Life skills programme to generalise learning * Educational Psychologist * Cognition & Learning Service * ASD team * Speech & Language Service |
| **5) Self help skills and independence** | * Children are taught independence strategies – ways they can continue to work without direct teacher help * Whole school reward and behaviour policy with celebration assemblies * Availability of resources in every class, such as learning mats to develop self-help skills * Consistent use of Working Walls in every class * Classroom resources laid out to ensure children can independently access resources * Independent work opportunities * Self-led learning opportunities and self-assessment * Pupils use green pens to respond to marking/make comments, as part of Marking & Feedback Policy * Adult modelling of expectations and interactions * Consistent routines and behaviour expectations * Regular PSHE sessions based on Jigsaw resources | * TA modelling/supervision at play and other unstructured times | * Task Boards * Now and Next boards * Individual visual timetables * Visual cues e.g. traffic lights, spot timers * Core boards * Intimate care plans following advice from professionals aiming towards independence |
| **6) Health, wellbeing and emotional support** | * Positive learning environment with excellent staff role models * Focus on developing confidence and self-esteem * Focus on making the right choices in school behaviour policy * Regular PSHE based on Jigsaw resources * Mindfulness sessions run in class * Use of circle time * The contributions of every child are valued – secure and supportive learning environment * Positive Behaviour Policy aimed at supporting children to make the right choices * A wide variety of extra-curricular clubs available for all age groups * Water and fruit available in all classrooms * Staff trained in first aid to ensure the safety of students * All staff receive updated Child Protection and Prevent training to ensure wellbeing of all pupils * Wellbeing week * Nursery runs ‘Healthy Under 5’ scheme * Healthy Movers across EYFS | * Sensory groups sessions * Thrive and TiS practitioners * Munch Bunch to support behaviour | * Meet & Greet * Individual sensory breaks * Visual Cues * Individualised emotional support * Individual safety plans * Use of social stories * Circle of Friends groups * Personal Care plans * Vulnerable pupils meetings held weekly, to ensure all needs are met and support in place * Multi agency (TAC) meetings * CAMHS * Educational Psychologist * Social Care * Family Support Services * Bereavement Services (as required) * Jigsaw service & other therapeutic services such as Play therapy accessed as needed * ASD Team (as required) |
| **7) Social interaction opportunities** | * All children attend whole school trips/visits and shared experiences * All children have opportunity to attend whole school events e.g. ‘school fair ‘, sports day, community dance, Murdoch Day, St Pirans Day, links to church monthly assemblies, Harvest and visits to church * Variety of after school clubs * Makaton signing throughout school, staff trained in Makaton | * Social skills developed within pastoral lead group sessions * TA’s who know the children well support other children in lunch times and playtimes | * 1:1 TA support within play & lunch times to support social interactions * Social stories * Social skills support given as and when needed and situations arise |
| **8) The physical environment** | * Classrooms are well-organised, well lit, well-resourced and clutter free * Full appreciation and provision of access requirements for all children * All classrooms are sensory inclusive using natural lighting and hessian backing * In every year group areas of school are disability accessible * Stimulating external play areas, including outdoor play equipment * Areas of the playground designated for different activities * Accessible toilets * Appropriately sized tables, chairs and furniture for each class to give   full access for pupils   * Displays in the classroom assist learning and encourage interaction * Flexible learning – inside and outside * Water and fruit available in all classrooms * Library accessible to all pupils in classrooms | * Timetabled group rooms for additional needs and intervention groups * Quiet work areas including intervention room and sensory room | * A ‘distraction free’ or personal workspace can be set up for a child as needed within the class space * Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards * Specialist equipment such as specialist seating provided through the school, on the advice from therapists and health colleagues * Specialist communication aids as appropriate * Sensory room available for children when they need any calming time, time out or to speak to a trusted adult in a comfortable location * Accessible toilets with specialised changing equipment |
| **9) Transition from year to year, setting to setting** | * Meetings are held between the present and the next class teacher. * Whole school transition days at end of year - enhanced for Year 2 with 2-3 transition days * Whole school transition days in July * Close links with local pre-schools/ nurseries * Transition programme for new children including home visits and stay and play sessions * Staggered entry to nursery and reception * School meeting for new parents | * Visual cues/photographs/individual internal visits to promote positive transition | * 1-1 visits to junior schools as needed * Extended transition arrangements arranged on individual basis with junior schools * Early identification of ‘key worker/mentor’ to help build familiarity (as required) * Identified transition arrangements in the summer term * Advice from other agencies to support individual transition * Early support/TAC meetings * Joint transition meetings between schools with parents/child |