



## **St Joseph's Catholic Primary School Provision Offer**

This document aims to explain the levels of provision available to pupils in our school. These are described as follows:

- Universal: Inclusive, high quality teaching approaches
- Targeted: School support for pupils with identified needs
- Specialised: Intervention and support that requires external specialist service input and co-ordination

### **Through high quality Teaching, Learning and Assessment we aim to deliver:**

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction and learning through dialogue
- Appropriate use of teacher questioning, modelling and explaining
- An expectation that pupils will accept responsibility for their own learning and be able to work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Provision that is closely matched to the child's individual needs
- Time bonded intervention that has clear objectives and identified outcomes
- Effective systems of monitoring to track children's progress and development, responding quickly to children who are not making progress
- Good quality interventions that are tried and tested, and train our staff to deliver these to the highest possible level
- Good communication with parents about the impact of any interventions their child has received

## **SPEECH, LANGUAGE AND COMMUNICATION**

<b>Universal Provision (Quality first teaching)</b>	<b>Targeted Provision</b>	<b>Specialised Provision</b>
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language</li> <li>• Visual aids / modelling</li> <li>• Visual timetables</li> <li>• Use of symbols and/or signing</li> <li>• Structured school and class routines</li> <li>• Key words displayed</li> <li>• Topic word banks</li> <li>• Show and Tell</li> <li>• School plays and assemblies</li> <li>• Talk for writing/maths</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Groups</li> <li>• ELKLAN</li> <li>• Social Skills groups</li> <li>• Pre-teaching topic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes developed by SALT (Speech and Language Therapist) and supported on a daily basis in school</li> <li>• Input from ASD Outreach</li> <li>• Dictaphones, recording devices etc</li> <li>• Individual structured work station</li> <li>• Pre-teaching topic vocabulary</li> </ul>

## **COGNITION AND LEARNING**

<b>Universal Provision (Quality first teaching)</b>	<b>Targeted Provision</b>	<b>Specialised Provision</b>
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Explicit, shared learning objectives and success criteria</li> <li>• Peer and self-assessment</li> <li>• Feedback and next steps made clear</li> <li>• Phonics Programme within Reception and for pupils in Years 1-3</li> <li>• Access to Chromebooks in every classroom; flexible recording</li> <li>• Visual aids</li> <li>• Visual Timetables</li> <li>• Use of writing frames/checklists/timers</li> <li>• Numicon and other visual Maths resources</li> <li>• Individualised targets shared with children</li> <li>• Learning partners</li> <li>• Stimulating learning environment (outside and inside)</li> <li>• Opportunities for retrieval practice</li> <li>• Opportunities for application of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Reading support 1:1 (using VIPERS)</li> <li>• Phonological Awareness Programme</li> <li>• Additional Phonics programme</li> <li>• Differentiated mental maths sessions</li> <li>• Precision Teaching approaches</li> <li>• Teacher led intervention groups covering all aspects of literacy and maths</li> <li>• Parental support with reading</li> <li>• Volunteer Reading Support</li> </ul>	<ul style="list-style-type: none"> <li>• Precision Teaching approaches</li> <li>• Input from and strategies advised by: <ul style="list-style-type: none"> <li>– LLS (Learning and Language Support)</li> <li>– EP (Educational Psychologist)</li> </ul> </li> <li>• Individual differentiated literacy or maths support</li> <li>• In class support from LSA</li> <li>• Intervention teacher for children in receipt of pupil premium funding</li> </ul>

## SOCIAL, EMOTIONAL AND MENTAL HEALTH

Universal Provision (Quality first teaching)	Targeted Provision	Specialised Provision
<ul style="list-style-type: none"> <li>• Whole school behaviour policy with emphasis on RA (Restorative Approaches)</li> <li>• 5 magic questions</li> <li>• RE Curriculum</li> <li>• PSHE/EPR curriculum</li> <li>• Assemblies</li> <li>• Teaching about British Values</li> <li>• Positive behaviour management</li> <li>• Rewards (stickers, house points)</li> <li>• Whole school / class rules</li> <li>• Circle Time</li> <li>• Playground buddies &amp; Play leaders</li> <li>• Anti-bullying discussions</li> <li>• Behaviour log tracked weekly</li> <li>• Zones of regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Social Skills Group</li> <li>• Circle of Friends</li> <li>• Small group Circle Time</li> <li>• Transition support to next setting</li> <li>• Anger management support e.g. Volcano in my tummy</li> <li>• Social Stories</li> <li>• Individual reward / consequence system</li> <li>• Worry Box</li> <li>• Home-school record</li> <li>• Early Help Support</li> <li>• Zones of regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Input from and strategies advised by: <ul style="list-style-type: none"> <li>– BS (Behaviour Support)</li> <li>– EP (Educational Psychologist)</li> <li>– ASD Outreach</li> </ul> </li> <li>• Home-school record</li> <li>• Individual behaviour plan</li> <li>• Emotional Literacy Support</li> <li>• Referral to external counselling services, e.g. CAMHS, Surrey Family &amp; Mediation Services</li> <li>• Drawing and talking Therapy</li> <li>• Inclusion Service referral</li> </ul>

## SENSORY AND PHYSICAL

Universal Provision (Quality first teaching)	Targeted Provision	Specialised Provision
<ul style="list-style-type: none"> <li>• Flexible teaching programmes</li> <li>• Staff aware of implications of physical impairment</li> <li>• Staff aware of any medical conditions, e.g. Food allergies; Asthma</li> <li>• Visual aids / modelling</li> <li>• Visual timetables</li> <li>• Use of sign to support understanding</li> <li>• Large/ Triangular pens/pencils</li> <li>• Appropriate equipment provided as needed</li> <li>• Writing in different textures, e.g. sand, corn flour mix, chalk</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises/activities to promote fine motor skills for writing</li> <li>• OT exercises; skills toolkit</li> <li>• Additional Handwriting groups</li> <li>• Write from the Start handwriting programme</li> <li>• Motor skills programmes</li> <li>• Fiddle toys to aid concentration</li> <li>• Writing slopes</li> <li>• Wedge sensory seat</li> <li>• Pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• Input from and strategies advised by: <ul style="list-style-type: none"> <li>– OT (Occupational Therapist)</li> <li>– PT (Physiotherapist)</li> <li>– PSSS (Physical Sensory Support Service)</li> <li>– SEN-ICT</li> </ul> </li> <li>• Individual support in class for physical activities</li> </ul>