**Penketh South Primary School**

**Core and SEN Offer - EYFS**

**All our children have the following provision:**

* Quality first teaching – with appropriate differentiation, adaptation and challenge for groups and individuals.
* High quality provision indoors and outdoors.
* Nurturing environment ensuring the children feel valued, safe and secure.
* Effective provision management , including the deployment of Teaching Assistants.
* Broad and balanced Curriculum.
* Child-led learning.
* High quality trips and experiences linked to the curriculum.
* Access to Early Years Forest School provision across the year.
* Use of technology to support learning.
* Close partnership with parents, including regular meetings, stay and play sessions, workshops to support learning and opportunities provided to meet with external professionals.
* Use of visual timetables to make learning predictable every day.
* Pre-teach and post teaching of learning where appropriate to embed knowledge.
* Provide a classroom that uses a range of teaching and learning styles.
* Close working partnerships with other TCAT schools including the local high school.
* Links with the local community.
* Health care plans written for any children with additional medical needs.

**In addition to the above the following Provision for children identified with SEN is offered:**

* Following a graduated approach (assess, plan, do, review)
* Access to equipment and strategies to support motivation, independence and organisation. (e.g. visual timetable, timers, PECS, Now/Next boards etc.)
* Visual aids are used throughout the classroom, for carpet time activities and group / 1:1 teaching.
* One page profiles.
* Flexible approach to grouping, environment, organisation of timetable depending upon the needs of the cohort.
* Access to support staff to support additional interventions etc.
* Appropriate use of classroom-based interventions e.g. WellComm, Speech sounds, Attention Autism.
* Adjusted and adapted group and individual work.
* Additional one to one reading sessions.
* Access to teaching assistant delivering Speech and Language plans to individual pupils.
* Liaison with outside agencies, for example, SEND outreach team, Health visitors and Early Help to ensure early identification of any additional needs.
* Use of Social stories to support communication.
* Team Teach trained staff.
* Referrals to outside agencies and following advice given.
* Enhanced communication with parents including additional meetings and home/school communication books.
* Enhanced transition.