**PENKETH SOUTH COMMUNITY PRIMARY SCHOOL**

**CORE & SEND OFFER. – KS1/2**

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

* Quality first teaching – with appropriate differentiation, adaptation and challenge for groups and individuals.
* Nurturing environment ensuring the children feel valued, safe and secure.
* Effective provision management , including the deployment of Teaching Assistants.
* Broad and balanced Curriculum.
* High quality trips and experiences linked to the curriculum.
* Access to a range of extra-curricular clubs and events.
* Access to Forest School provision across the year.
* Use of technology to support learning.
* Close partnership with parents, including regular meetings, updates and opportunities provided to meet with external professionals.
* Use of visual timetables to make learning predictable every day.
* Pastoral support from a trained HLTA.
* Recognition board and restorative behaviour practice.
* Pre-teach and post teaching of learning to embed knowledge.
* EEF recommendations: explicit instruction, flexible grouping, scaffolding for work, use of technology, cognitive and meta-cognitive strategies,
* Provide a classroom that uses a range of teaching and learning styles.
* ‘Chill out’ area.
* 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, task rewards systems etc.)
* Pupil passports and good to be me books
* Flexible approach to grouping, environment, organisation of timetable depending upon the needs of the cohort.
* Access to support staff in all classes to support additional interventions etc.
* Appropriate use of classroom-based interventions.
* 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.
* Access to ELSA/EBSA trained staff to support mental health and wellbeing.
* Access to drawing and talking trained staff.
* Access to Councillor to support mental health and wellbeing.
* Access to Lego therapy
* Use of Social stories to support communication.
* Team Teach trained staff.
* Access to school mental health worker for identified children.
* Use of quality resources such as Clicker8 and rapid readers.
* Access to sensory equipment to support emotional regulation and OT programmes.
* Use of personalised visuals (e.g. objects of reference, now/next, visual timetables, timers, activity boards, communication cards.)
* Referrals to outside agencies and following advice given.
* Access to ability days.
* Enhanced communication with parents including additional meetings and home/school communication books.
* Enhanced transition.