



Provision at Hemington

Hemington Primary School prides itself in its strong inclusive values and ethos. We strive to meet the needs of all learners, be it academic, emotional, physical or behavioural.

We believe every teacher is a teacher of SEND and every leader is a leader of SEND, therefore creating a nurturing and ambitious environment, ensuring all pupils learn well and thrive and therefore are prepared for a world of opportunity.

Our curriculum is ambitious and inclusive for all, irrespective of their starting points, striving to narrow the gap at the earliest stage through high quality teaching. This is further detailed in our provision map on the next page.



Categories	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health	Sensory and Physical Fine & Gross motor skills
<p>All pupils General high quality teaching (Non-negotiables of all classroom practice)</p>	<ul style="list-style-type: none"> -Structured school and class resources -Differentiated curriculum -Differentiated outcomes -Increased visual aids -Visual timetables -Use of symbols and pictures -Multi-sensory teaching -Knowledge Organisers 	<ul style="list-style-type: none"> -Differentiated curriculum -Differentiated outcome -Increased visual aids -Visual timetable -Illustrated dictionaries -Use of writing frames -Multi-sensory teaching -Word mats 	<ul style="list-style-type: none"> - 3 R's (responsibility, readiness and -Differentiated curriculum -Differentiated outcome -Increased visual aids -Visual timetable -Illustrated dictionaries -Use of writing frames -Multi-sensory teaching -Word mats 	<ul style="list-style-type: none"> -Flexible teaching arrangements -Teacher awareness of sensory and physical impairment -Availability of resources
<p>Early intervention for pupils with additional needs (this could incorporate EAL/SEN or PPG) Provision in place is highlighted.</p>	<ul style="list-style-type: none"> -Visual aids as part of each class display including timetable and mark scheme. -Transition support at key points during school day. -In-house transition preparation when changing class teacher and/or moving to a new Key Stage. -Key word lists -Volunteer readers -Maths and Literacy booster -Phonics catch up 	<ul style="list-style-type: none"> -Work transferred from board. -Writing support e.g. pencil grips, shaped pens, specialist scissors -Key word lists -Volunteer reading -Maths and Literacy booster groups -Phonics catch up -Spell checkers -Appropriate seating -Blue folder resources 	<ul style="list-style-type: none"> -Behaviour Ladder -ELSA/wellbeing groups -Class rules -RSE lessons -Anger management support -5 point scale 	<ul style="list-style-type: none"> -Appropriate positioning within the classroom -Texts/work reproduced to support visual needs -Multi-sensory teaching. -Text size adjusted on IT -Cream screen on IWB



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<p>SEN with support and with an EHCP (education, health care plan) Provision in place is highlighted.</p>	<ul style="list-style-type: none"> -Individual visual timetable. -Personalised timetables -Safe space -Key adults photographs -Photo books to support transition -Social stories to support routines and activities including educational visits -Social skills groups -SALT programmes -Pre-teaching of key words and texts -Specific Speech and Language intervention groups -Down time box -1:1/small group withdrawal (as advised by SENCo and Professionals report) -1:1/small group in class support -Precision teaching 	<ul style="list-style-type: none"> -Pre-teaching of key words and texts -Writing aids e.g. writing slopes -Coloured overlays, backgrounds to screens and coloured paper. -Specific intervention groups -Access to IT to record written work. -Text size adjusted as necessary -IT and printed -1:1/small group withdrawal (as advised by SENCo and Professionals report) -1:1/small group class support Speech and language intervention - Precision teaching 	<ul style="list-style-type: none"> -Social skills intervention (ELSA) -1:1 mentoring -Support during unstructured times. -Specific interventions. -Key adult identified. -Safe space within school identified -Buddy system -1:1/small group in class support -1:1/small group withdrawal (as advised by SENCo and Professionals report) -1:1 behaviour programme -charts -Social Stories -Transition plans -Paediatric referral 	<ul style="list-style-type: none"> -Appropriate furniture -1:1/small group withdrawal (as advised by SENCo and Professionals report) -Use of specific resources or equipment -OT Support -Weighted blanket -Small group PE sessions -Sensory Circuits