

Remember:

The purpose of this document is to share our School Offer at different levels of the Graduated approach. All of our children are unique and will receive the provision and professional involvements that are relevant to them.



Social, Emotional and Mental Health Provision Map

Graduated Approach Level	Who is involved?	Assessment of Strengths and Needs	Classroom Support	Interventions
<p>High Level Support available to a small minority of pupils</p>	<p>UNIVERSAL AND TARGETED, PLUS:</p> <ul style="list-style-type: none"> -Educational Psychology -EHCP caseworkers -Children's Community Learning Disability Team (CCLDT) -Child and Adolescent Mental Health Services (CAMHS) -Short Breaks to support access to extra-curricular activities 	<p>UNIVERSAL AND TARGETED, PLUS:</p> <p>EHCP Annual Review process</p> <p>Assessment/tracking using the Engagement Model</p> <p>Early Help Assessment to seek support from wider Stockport Family colleagues</p> <p>A My Plan de-escalation plan will be produced for any child who has required or is at risk of requiring restrictive, physical intervention due to incidents of escalation</p> <p>If you wish for your child to be flexi-schooled this is at the discretion of the headteacher and subject to regular flexi-schooling reviews</p>	<p>UNIVERSAL AND TARGETED, PLUS:</p> <p>TA support to facilitate a level of personalised provision that cannot be met by a class teacher-</p> <p>For example:</p> <ul style="list-style-type: none"> -developing the use of specialist communication systems eg Intensive interactions/PODD or other communication boards/extensive Makaton within the classroom -significantly different routines eg alternating demand tasks and motivating/regulating tasks throughout the day, regular "brain breaks", decompression breaks and movement breaks (both planned and reactive to need) some of which may take place in a quieter environment than the classroom -bespoke provision in addition to the ambitious curriculum for all eg additional learning around key life skills and emotional regulation -support on the playground to facilitate positive peer interaction 	<p>UNIVERSAL AND TARGETED, PLUS:</p> <ul style="list-style-type: none"> -Multiple therapy plans and/or recommendations prescribed by external professionals -1:1 learning to use more complex assistive technology eg eye gaze or other digital communication systems such as boardmaker online -1:1 learning to develop the use of specialist communication approaches eg Intensive interactions/PODD or other communication boards/Makaton -Currently we are using Zones of Regulation as a tool for a small number of high need children to develop their self-regulation. Over the coming months we look forward to this becoming a significant part of our Universal Offer

<p>Targeted Support available to some pupils</p>	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> -Speech and Language Therapy-either from buy back therapist or NHS early years/school-age/stammering/selective mutism services -Inclusion Service -Primary Jigsaw -Parenting Team -School Nurse -Stockport Family Help Hub -We may consider following diagnostic pathways at this level (see the Diagnosis section of the SEN Information report for more information) -Early Years SEN improvement team -Child Development Unit (nursery age) 	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> -One Page Profile documenting “need to know information” about an individual including strategies to support social and emotional well-being NB a child doesn’t have to be on a SEN plan to have a OPP (see SEN Information Report) -Termly SEND Person Centred Reviews -Children working below their Key stage to be assessed and tracked against Pre-Key Stage (PKS) standards -Assessments conducted by any external professionals will be incorporated into one SEN plan Hub 	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> -Additional/ different/ longer scaffolding to enable independent achievement -Access to a reduced stimulus workspace/tasks -Personal supportive visuals eg Now and Next/I am working towards boards - Shorter periods of demand/Additional planned breaks accommodated within the classroom -Small group, teacher led, targeted learning to address identified needs eg pre-teaching and overlearning of PSHE target vocabulary 	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> -Therapy programmes as prescribed by external professionals -Read Write Inc Keep Up Not Catch Up phonics Intervention -WELLCOM intervention -Speechlink intervention -Therapeutic Lego Intervention -One Decision Nurture Group -Forest School -Small group, teacher planned and teaching assistant led, targeted learning to address identified needs eg developing social understanding through social stories and comic strip conversations -Talking Mats or other visual tools to communicate wishes and feelings Supporting learning at home: <ul style="list-style-type: none"> -Termly SEND Person Centred reviews to identify specific outcomes and suggestions for how these might be supported at home -Solihull Approach free training: Understanding your child with additional needs (0-19 years) -Parenting Team Emotional Regulation training -Primary Jigsaw Parenting Anxious Children training -Autism Team Riding the Rapids course
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<p>Universal Provision available to all pupils</p>	<ul style="list-style-type: none"> -Pupil -Parents/Carers -Class Teachers -Teaching Assistants -SENDCo -Senior Leadership Team (SLT) -Curriculum leaders <p>All of our pre-school age children have access to Health Visitors</p> <p>All of our School age children have access to the School Nurse</p>	<p>-Parent/Carer Views In Early Years we may utilise the Ages and Stages Questionnaires to gather your views</p> <p>-Pupil Voice</p> <p>-Teacher Assessment against Age-Related Curriculum expectations: -EYFS Framework relevant areas: Personal, Social and Emotional Development -Self-regulation -Managing Self -Building Relationships Personal, Social and Emotional Development is a "Prime" need and as such will affect achievement in other areas</p> <p>-National Curriculum Social, Emotional and Mental Health impacts on achievement in all areas -All KS1 pupils working below age related expectations in English and Maths are assessed and tracked against Stockport SEN Standards</p> <p>Statutory, national assessments: -Reception Baseline -Year 1 Phonics Screening -Year 2 National Tests</p>	<p>School-wide focus on our School Rules (Be safe, Be Kind and Follow Instructions) and School Values (Inclusive, Resilient, Caring, Creative, Independent, Respect)</p> <p>SEN Friendly classrooms including-</p> <ul style="list-style-type: none"> -Visuals to support understanding eg Visual timelines to share routines, visual behavioural expectations (every staff member has the same symbols on their lanyard) -Accessible tools to support learning eg concrete objects and number lines for maths and phonics displays/word walls for English -Controlled stimulation levels eg controlled noise, temperature and light levels, no unnecessary/busy displays -Due consideration of positioning of children- Particular regard for children with communication and interaction barriers -Opportunities for peer interaction <p>Well-planned, ambitious curriculum for all, including experience-based learning eg using concrete objects to explore mathematical concepts alongside pictorial/abstract methods in maths, DEAL (Drama, Engagement and Active learning) to enhance multiple subjects throughout school, Tales Toolkit (a toolkit that breaks stories into their key elements of character, setting, problem and solution) is used throughout early years, foundation subjects are enhanced with practical activities such as experiments, orienteering, handling artefacts and photographs, artistic and musical exploration, use of chromebooks, school trips and visitors to make learning memorable and meaningful and allow all children to explore their strengths and interests</p> <p>PSHE curriculum- We follow the Think Equal Scheme in Early Years and One Decision in Key Stage one. -We also regularly revisit the NSPCC underpants rules to protect our children from harmful sexual behaviours. -All of our pupils sign the Anti-Bullying Pledge during Anti-Bullying Week -All of our pupils participate in activities to learn about Online Safety Week</p> <p>Planned vocabulary development -supported with makaton in nursery -word maps/word walls to support the learning of new vocabulary throughout school</p> <p>Adaptive teaching including: -Explicit instructions -Scaffolding</p>
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The core of our School Offer is a knowledgeable and highly skilled staff force

<p>Whole Staff training</p> <p>External provider training: -AET Making Sense of Autism/Stockport Autism Awareness -Team Teach</p> <p>Internal CPD on: -Subject leadership including SEN provision -Improving one page profiles and SEN plans -The impact of sensory integration on teaching and learning -GMIS Universal Provision offer -The Entitlement Framework -The Value of Visuals -SEND Code of Practice</p>	<p>Staff with specialist training in:</p> <ul style="list-style-type: none"> -Intensive Interactions -ELKLAN -Every Child Flourishing- Trauma and Attachment -Therapeutic Lego - Talking Mats - Forest School Leadership - An introduction to good practice in Supporting Children with complex needs and autism by using visuals -Seeing the Autism -Supporting children with dysfluency and selective mutism -Supporting children with English as an additional language
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