

Essex Primary School Offer

The following diagram illustrates the school's graduated approach to pupils' needs. It shows the standard offer of teaching, learning and care for all pupils. It also shows the additional provision for some pupils and the specialist provision for the pupils with significant or complex needs.

<p>Wave 1 - Universal Offer</p> <p>All pupils will access:</p> <ul style="list-style-type: none"> ● Quality first, inclusive teaching ● A broad and balanced curriculum that is challenging and offers enjoyment and motivation to learn ● Assessment for learning ● Personalised target setting ● Teacher/parent feedback through regular progress reports and parent consultation meetings ● Enrichment opportunities ● Extra-curricular clubs (before and after school) ● Educational visits ● A nurturing environment ● EAL Support ● Pastoral Support ● School counsellor ● Home/school communication books where appropriate ● Whole class brain breaks and movement breaks 	<p>Wave 2 - Additional Offer (Targeted support in class)</p> <p>Pupils can access mainstream learning with some additional support. Pupils may be working just below age-related expectations. It includes interventions which are designed to increase rates of progress in order to enable pupils to catch up or get them back on track for meeting age-related expectations. These may be well-structured, time-limited programmes delivered to a small group of pupils or on a one-to-one basis. They may be built into mainstream lessons or occur outside, and in addition to, whole-class lessons.</p> <ul style="list-style-type: none"> ● Targeted interventions and support matched to needs including: Box Clever, Language Enrichment Groups, Get Set for Learning, Structured Play, Phonics ● Personalised progress tracking and assessment of need ● Access to some specialist services and therapists ● Enhanced support from pastoral team (including 1:1 support, group intervention support) ● An adapted timetable to incorporate all aspects of their specific learning needs and recommendations from other agencies
<p>Wave 3 - Specialist Offer (Highly Personalised Support)</p> <p>Wave 3 provision is for those pupils with more complex/high level needs who are working significantly below age-related expectations on the National Curriculum or working pre- National Curriculum.</p> <ul style="list-style-type: none"> ● Interventions additional to, or different from, those provided as part of the school's usual adapted curriculum. ● An individual learning pathway consisting of: a personalised timetable, a highly adapted curriculum, targeted interventions, Individual targets and continuous monitoring and recording of progress. ● Specialist programmes and resources that challenge and improve outcomes. 	<p>Autism Resource Provision - Informal Curriculum</p> <p>Pupils are allocated by the Local Authority</p> <ul style="list-style-type: none"> ● Pupils learn in a specialist KS1 or KS2 classroom in a small group with a high adult/child ratio ● Pupils are taught by specialist SEND Teachers in a low arousal learning environment ● Provision includes structured group sessions (e.g. Sensory Story, Focus Word, Communication Aims, Music, Art, The World, Cooking), workstation activities, and child-led play ● Speech and language therapy as part of the learning in the classroom. All learners work on individual communication skills building on expressive and receptive communication in all

- Support adults who are trained in delivering specialist programmes and interventions e.g. SALT programmes, O.T. Programmes, EP recommendations, Attention Autism, Movement and Turn Taking groups, Life Skills groups, Sensory Story
- Access to specialist services and therapists
- Enhanced provision - soft play, local visits

environments

- Timetabled sessions within mainstream classrooms to develop peer relationships and modelled social skills
- Learners are supported with self-care including eating, drinking and toileting
- Access to specialist rooms around the school
- Planned enrichment through educational and community visits are incorporated into the curriculum to enable pupils to generalise skills and develop greater independence with life skills
- All learners follow a sensory curriculum and have regular access to what they need for self-regulation