



Templars Primary School – Graduated Support

We are a fully inclusive, mainstream primary school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report gives you information regarding the ways in which we ensure we support all of our pupils with Special Educational Needs and/or Disabilities (SEND), so that they can reach their full potential. This provision may change and develop over time. This document is our school’s graduated approach in supporting all pupils.

Reception	<p style="text-align: center;">Universal</p> <p style="text-align: center;">Provision available to every child, primarily through Quality First Teaching in their class with their teacher.</p>	<p style="text-align: center;">Targeted</p> <p style="text-align: center;">Additional provision available to children who are making less than expected progress, through interventions.</p>	<p style="text-align: center;">Targeted SEND</p> <p style="text-align: center;">Provision available to children with identified additional needs with a Passport to Success or an Education, Health and Care Plan.</p>
Reading/Phonics	<ul style="list-style-type: none"> • Daily phonics lesson differentiated and taught depending on pupil’s learning styles and ability • Every child reads with an adult once a week • Lending library - children and parents can choose a book to share at home, this is not for the child to read but for the parent to share so that children have access to a wider range of reading materials • Regular assessment 	<ul style="list-style-type: none"> • 1:1 reading support if children struggle to read at home • Paired reading with a child from an older year group • Additional Read, Write Inc 	<ul style="list-style-type: none"> • Assessment by external agencies, e.g. SEMHL Team or Educational Psychology • For some pupils, 1:1 support is required
Writing/Spelling	<ul style="list-style-type: none"> • Daily writing in their phonics group differentiated on their ability 	<ul style="list-style-type: none"> • Pencil grips • Adapted pencils 	<ul style="list-style-type: none"> • Assessment by external agencies, e.g. SEMHL Team or Educational Psychology

	<ul style="list-style-type: none"> • Weekly guided writing session with the teacher and one with the TA and two independent writing tasks to complete • Children have six words from the first one hundred high frequency words sent home weekly • Wherever possible we will also try and add a writing element into our theme session to support different types of writing • This also applies to our Get Learning Time where there will be opportunities for more independent writing 	<ul style="list-style-type: none"> • Differentiated amount of work given • Differentiated type of work given • Additional opportunities to work on writing targets daily with a class TA 	<ul style="list-style-type: none"> • For some pupils, 1:1 support is required
Maths	<ul style="list-style-type: none"> • Daily maths lesson. Lessons are usually split into two parts and every child will have teaching from the class teacher for part of the lesson. Lessons are differentiated by the child's next steps taken from the Development Matters document 	<ul style="list-style-type: none"> • Small group interventions during Maths 	<ul style="list-style-type: none"> • Assessment by external agencies, e.g. SEMHL Team or Educational Psychology • For some pupils, 1:1 support is required
Social Emotional and Wellbeing	<ul style="list-style-type: none"> • Weekly PSHE lessons and circle time. The PSHE lessons follow the Jigsaw programme while the circle time tends to be when something arises and needs to be addressed • PANTS lessons during the summer term which teach the children how to keep themselves safe 	<ul style="list-style-type: none"> • Thrive with Learning Mentors 	<ul style="list-style-type: none"> • Referral to Rise/CAMHs • Positive Handling plans, PEEP, Risk assessments • Individualised timetables • Thrive with Learning Mentors • Assessment by external agencies, e.g. SEMHL Team, CCT or Educational Psychology • For some pupils, 1:1 support is required
Language/	<ul style="list-style-type: none"> • In all areas of the children's learning you will find adults 	<ul style="list-style-type: none"> • Attention Autism 	<ul style="list-style-type: none"> • Referral to Speech and Language Therapy

<p>Communication</p>	<p>exploring vocabulary, talking with and challenging children</p> <ul style="list-style-type: none"> • We have chatter times, challenges, talking partners and children are taught to listen carefully to the answers other children give • We spend a lot of time learning how to ask and answer questions 	<ul style="list-style-type: none"> • LEGO club • Lola the Listening Leopard • Speech and Language Therapy 	<ul style="list-style-type: none"> • Thrive with Learning Mentors • Assessment by external agencies, e.g. SEMHL Team, CCT or Educational Psychology • Specialised Speech and Language Therapy • For some pupils, 1:1 support is required
<p>Physical Development</p>	<ul style="list-style-type: none"> • From the Spring term every child has a weekly PE lesson led by a specialist teacher • Opportunities for physical activity during GLT • Fine motor skills are developed through activities in Guided Writing sessions such as threading, playdough and scissor skills 	<ul style="list-style-type: none"> • Fine motor activities • Gross motor activities • Finger gym 	<ul style="list-style-type: none"> • For some pupils, 1:1 support is required

This document should be read in conjunction with the school's SEND Information Report and SEND Policy.