



## 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), in order that they can realise their full potential.

This provision may change and develop over time.

This document is our school’s graduated approach in supporting all pupils.

KS1/KS2	<p style="text-align: center;"><b>Universal</b></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;"><b>Targeted</b></p> <p style="text-align: center;">Additional provision available to children who are making less than expected progress, through interventions or targeted support</p>	<p style="text-align: center;"><b>Targeted SEND</b></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"> <li>• English and Reading lessons differentiated within QFT to meet pupil needs, e.g. scaffolding, adult support</li> <li>• Reading scheme matched to child’s ability through termly assessments</li> <li>• Reading opportunities with their teacher at least every two weeks</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 reading support</li> <li>• Paired Reading</li> <li>• Reading for fluency</li> <li>• Reading for comprehension</li> <li>• Read Write Inc</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 precision teaching</li> <li>• Assessment by external agencies, e.g. SEMHL Team or Educational Psychology</li> <li>• For <b>some</b> pupils, 1:1 support is required</li> </ul>
Writing/Spelling	<ul style="list-style-type: none"> <li>• English lessons differentiated within QFT to meet pupil needs, e.g. scaffolding, adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Read Write Inc</li> <li>• Smaller groups for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 precision teaching</li> <li>• Assessment by external agencies, e.g. SEMHL Team or Educational Psychology</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to resources, e.g. word mats, alphabet mats, dictionaries, thesauruses</li> <li>• Spellings linked to National Curriculum year group</li> </ul>		<ul style="list-style-type: none"> <li>• For <b>some</b> pupils, 1:1 support is required</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Maths lessons differentiated within QFT to meet pupil needs, e.g. scaffolding, adult support</li> <li>• Access to resources, e.g. number squares, number lines, place value grids</li> <li>• Times Tables Rock Stars</li> <li>• Twinkl Go</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 times tables</li> <li>• Additional TT Rock Stars/Twinkl Go (particularly Y3/4)</li> <li>• Smaller groups for Maths</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 precision teaching</li> <li>• Assessment by external agencies, e.g. SEMHL Team or Educational Psychology</li> <li>• For <b>some</b> pupils, 1:1 support is required</li> </ul>
Social Emotional and Wellbeing	<ul style="list-style-type: none"> <li>• PSHE lessons</li> <li>• Access to lunchtime provision on the playgrounds led by staff</li> <li>• Access to sensory bags in classrooms</li> <li>• Access to the 'Thinking Room'</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the Lodge/Library lunchtime provision</li> <li>• Thrive with Learning Mentors</li> <li>• Lego club</li> <li>• Social skills groups – Socially Speaking</li> <li>• Transition groups</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Rise/CAMHS or Time for You</li> <li>• Positive Handling plans, PEEP, Risk assessments</li> <li>• Behaviour support charts</li> <li>• Individualised timetables</li> <li>• Thrive with Learning Mentors</li> <li>• Assessment by external agencies, e.g. SEMHL Team, CCT or Educational Psychology</li> <li>• For <b>some</b> pupils, 1:1 support is required</li> </ul>
Language/Communication	<ul style="list-style-type: none"> <li>• Differentiated tasks leading to teaching the exploration of language</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Thrive with Learning Mentors</li> <li>• Memory groups</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Speech and Language Therapy</li> <li>• Thrive with Learning Mentors</li> <li>• Assessment by external agencies, e.g. SEMHL Team, CCT or Educational Psychology</li> <li>• For <b>some</b> pupils, 1:1 support is required</li> </ul>

Physical Development	<ul style="list-style-type: none"><li>• Access to resources, e.g. pencil grips, writing slopes, sit fit cushions</li><li>• Differentiated PE lessons</li></ul>	<ul style="list-style-type: none"><li>• Write from the Start – handwriting</li><li>• Gross/fine motor skills</li></ul>	<ul style="list-style-type: none"><li>• Referral to Occupational Therapy</li><li>• For <b>some</b> pupils, 1:1 support is required</li></ul>
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This document should be read in conjunction with the school's SEND Information Report and SEND Policy.