



Whole School Provision at Codnor Community Primary School



At Codnor Community Primary School, we are committed to providing an inclusive environment where every child, regardless of their individual needs or abilities, can thrive and reach their full potential. Special Educational Needs and Disabilities (SEND) provision is an integral part of our approach to learning, ensuring that all students are supported appropriately at each stage of their educational journey. Our SEND provision is structured around three key levels of support: **Wave 1: Quality First Teaching**, **Wave 2: Targeted Support**, and **Wave 3: Specialist Support**. These tiers ensure that each child receives the right level of intervention and assistance in line with their unique needs.

Wave 1: Quality First Teaching

This is the standard, high-quality teaching that every student receives in the classroom, where the needs of all learners are considered. Teachers use adaptive teaching strategies providing accessible and challenging tasks to ensure that all students are engaged and learning effectively.

Wave 2: Targeted Support

This is for students who need additional help beyond what is offered in Wave 1. These students may require more specific, short-term interventions to help them overcome particular challenges in their learning. These interventions are often delivered in small groups or on a one-to-one basis. Targeted support is designed to address gaps in learning and help students catch up, and it is tailored to their individual needs.

Wave 3: Specialist Support

Wave 3 is for students who have more complex or severe needs that cannot be fully addressed through Waves 1 and 2. This level of support often involves external specialists. At this stage, interventions are highly individualised and may include tailored programmes, therapies, or specific resources.

By ensuring that every student has access to the appropriate level of support, our school fosters an inclusive and nurturing environment where all students can succeed.



Social, Emotional and Mental Health



Assessments in our school

- Boxall Profile
- ELSA pre and post assessments
- Strengths and difficulties questionnaires
- Child Outcome Ratings Scale (CORS)
- Reception Baseline Assessment
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Useful links:

- <https://www.autismtoolbox.co.uk/understanding-autism/anxiety/>
- https://www.ambitiousaboutautism.org.uk/understanding-autism/health-and-wellbeing/physical-mental-wellbeing/how-to-self-regulate?psafe_param=1&gclid=EAIaIQobChMItdj3yLGPgwMVvpJQBh22QAoCEAAAYBCAAEgIoxwD_BwE
- <https://onlinegrad.pepperdine.edu/blog/emotional-self-regulation-children-autism/>
- <https://www.youtube.com/watch?v=WN-J3vxZeLI>
- <https://www.weareteachers.com/brain-breaks-for-kids/>
- <https://reframingautism.org.au/emotional-regulation-part-one-what-is-it-and-why-is-it-so-hard/>
- <https://capacity-resource.middletownautism.com/wp-content/uploads/sites/6/2017/03/enhancing-self-esteem-and-self-Identity-in-the-child-with-an-asd.pdf>
- <https://autismadhdconnection.com/10-ways-you-can-help-your-child-with-autism-and-adhd-improve-their-self-esteem/>
- <https://psychcentral.com/autism/autism-social-skills#recap>
- <https://derbyandderbyshireemotionalhealthandwellbeing.uk/neurodiversity/neurodiverse-community-hubs-support-for-0-25-years>
- <https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/>
- <https://www.theyarethefuture.co.uk/autism-masking/>
- <https://www.camhsnorthderbyshire.nhs.uk/low-self-esteem>
- <https://www.compass-uk.org/news/category/derbyshire/>

<u>Quality First Teaching</u> <u>(Wave 1)</u>	<u>Targeted support</u> <u>(Wave 2)</u>	<u>Specialist provision</u> <u>(Wave 3)</u>
• Daily check ins • Using the language and teachings of Codnor Stars, Christian Values and behaviour Superheroes through lessons and social situations. • If needed, adult reassurance given by using proximity. • Modelling expected behaviour such as being kind, saying please and thank you. • Visual classroom timetables to support transition times • Wellbeing questionnaire – all pupils • Morning welcome and greetings, setting the tone and welcoming children with a smile. • Brain and movement break to support wellbeing and regulation • Predictable routines whenever possible • Knowing the children well and responding to their individual needs. • Making time to listen to children's voices. • Positive praise and rewards • PSHE and RSE lessons • Wellbeing as a key ethos for staff and students. • Movement breaks • Wellbeing areas, safe spaces, and reflection area available for all children if needed during breaks and lunches. • Breathing techniques taught to the whole class. • All children/ classes involved in Children's Mental Health day every year.	• Wellbeing club – need identified through questionnaires for all children. • Comic strip conversations to support • Social stories to introduce new situations to model situations as required. • Individual timetables, including now and next • Comfort toys and equipment identified to support regulation. • Agreed scripts to use to support co-regulation • Drawing and talking sessions. • Trained mental health ambassadors • Discovery club. • ABC forms to analyse and support dysregulation. • ELSA sessions • Lego Therapy • Use of the sensory room to deescalate • Smooth transitions for pupils with information gathering shared. • Timetabled movement breaks, included in IPM. • Tent or safe space identified available as per IPM. • Talk tokens • Fidgets	• SENDCo observations over a period of time to gain hidden needs e.g. anxiety or depression • Enhanced personalised provision and programmes tailored to individual needs using a MAT approach. • Advice from outside agencies • Highly personalised curriculum and/or off site alternative provision