



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.



Cognition and learning



Assessments in our school

- YARC assessments
- Phonics assessment
- Formal end of term testing in Reading, Writing and Maths (NFER)
- SATs
- Spelling test age
- Observations
- Daily feedback and marking
- Memory Assessments
- Reception Baseline Assessment

Useful links:

- <https://www.dyslexia.uk.net/children/>
- <https://services.actionforchildren.org.uk/derbyshire/build-sound-minds/>
- www.beyondautism.org.uk/courses/
- <https://freecoursesautism.co.uk/parents/>

<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>
• Brain breaks, yoga, peer massage or 'time out to do jobs' to help sensory needs and refocus. • Pupil's name given before instruction • Clarify, display and refer back to new or difficult vocabulary. • Pre-teaching vocabulary and key concepts through word maps	• Precision teaching • Personalised curriculum • Chew toys and specific manipulatives/ resources listed in SEN provision map • Toe-by-toe • Project X • Rapid reading • Memory Fix	• Involvement of the services (Educational Psychologist service, • SPOA referrals • Signpost to Ripley NeuroHub on 07510 928349. • Discussions and meeting with our Neuro-development Advocate – Janet Thompson

• Seating position (e.g. nearer the adult for reassurance, away from the heater if hearing impaired) • Reward charts for concentration and consistent use of positive language • Visual displays, resources (e.g. phonic sound mats, alphabet, key vocabulary) to encourage memory and retention • Collaborative and independent working opportunities • Visual timetables • Clear and simple instructions, giving one instruction at a time if needed. • Talking tins to aid memory • Catch up precision teaching • Equipment (e.g. talking tins, visual overlays, fidgets, i-pads, computer suite) • Modelling tasks and modelling using children's work • Chilli challenges for differentiation • Manipulatives and resources available to aid concentration during teacher input • Individual whiteboard for drafting • Grouping to be flexible to meet needs. • Awareness of background noise for children with sensory needs. • Ongoing whole school training about SEND needs.	• Memory magic • Action words • Comprehension boxes • Hands on Maths • Plus 1 • Power of 2 • Numicon • Number rotations • Times Tables Rock Stars • Purple Mash • Word detective • Listening skills • Word Wasp • Referral to Derbyshire's Graduated response document. • Alternative methods of working and recording (e.g. I-pads) • Access arrangements for tests and exams. • Sensory breaks timetabled.	• Using specialist programmes and support
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Communication and Interaction



Assessments in our school

- Phonic assessments
- Observations
- Speech sounds screening
- NAPA
- Reception Baseline Assessment

Useful links:

- <https://www.autismtoolbox.co.uk/understanding-autism/communication/>
- <https://www.autism.org.uk/advice-and-guidance/topics/communication>
- https://dchs.nhs.uk/our-services-and-locations/a-z-list-of-services/speech_language_therapy/childrens-speech-and-language-therapy
- <https://speechandlanguage.org.uk/>
- <https://stamma.org/>
- <http://www.ican.org.uk/>
- <http://www.inclusive.co.uk/hardware/communicators-and-controllers>
- <https://speechlink.co.uk/auth/login>
- <http://www.talkingpoint.org.uk/>
- <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

Quality First Teaching
(Wave 1)

Targeted support
(Wave 2)

Specialist provision
(Wave 3)

• Positively greeting each child in the morning, • Awareness of tone of voice and facial expressions when speaking to a child • Breaking down objectives into tiny steps • Repeating and modelling language. • Consistent approach to the behaviour policy and explaining why a child has been moved on the traffic light. • Word webs to develop language. • Speed of talking considered • Actions and visual prompts	• I-pad and AAC to support speech • PECS programme • Lego Therapy • Social Stories • Comic Strip Conversations • Following support from a Speech and Language plan • ELSA • Drawing and Talking therapy	• Referrals and/or advice from Speech and language service •
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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=EAIaIQobChMItdj3yLGpGwMVvpJQBh22QAoCEAAAYBCAAEgIoxvD_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.	• 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.	• 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



Sensory and Physical



Assessments in our school

- Active Hands Assessment
- Physical Literacy Assessment
- Derbyshire Sensory Needs Processing Toolkit
- Environment audit for children with Visual impairment
- Reception Baseline Assessment

Useful links:

- <https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/spn/dcc-spn-toolkit-v13-interactive.pdf>
- <https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences/sensory-differences/all-audiences>
- <https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/>
- <https://www.batod.org.uk>
- <http://www.councilfordisabledchildren.org.uk/>
- <https://www.nofas.org/>
- <http://www.ndcs.org.uk/>
- <https://www.natsip.org.uk/>
- <http://www.pdnet.org.uk/>

<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>
• Access to sensory room for regulation. • Adapted PE tasks during whole class teaching according to needs. • Manipulatives, available to aid concentration during teacher input. • Movement and calming breaks given as when needed. Peer massage is also used when needed to help class regulation.	• Timetabled sessions in sensory room • Access to SEND specific competitions with other schools. • Chew toys and specific individual manipulatives and sensory items such as weighted blankets or a Tent (safe space) identified available as per IPM or by using the sensory toolkit.	• Sensory processing toolkit • Multi agency involvement • Support from Sensory and Physical Support Service • Training and interventions from specialists

• Wellbeing areas, safe spaces, and reflection area available for all children if needed during breaks and lunches. • Different sizes of chair available for children in classroom, access to wobble cushions if required. • Seating plans adapted as needed to individual need such as if a child needs to be near a door • Everyday aids modified (e.g. writing slope, writing grip, scissors for weak grip) • Systems in place to support individuals with mobility needs for fire alarms • Modified resources (e.g. large print, hearing aids) • Low vision aids and specialist equipment e.g. hand held magnifiers • Uncluttered and well organised learning environment with good lighting	• Timetabled movement breaks, included in IPM. • Individual sensory boxes available to use as directed by classroom adults. • Ear defenders available to individual children when need is identified. • Environment can be adapted/modified for individual needs when possible, such as yellow tape on stairways to aid visually impaired students. • To support students that are visually impaired or have identified visual stress, we can use different coloured paper, increase font size, or use overlays. • Physical Literacy programme • Active Hands are Achieving Hands (Derbyshire NHS programme) • Fine and gross motor skills interventions (e.g. dough disco)	
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