

Whole School Provision Map for Inclusion at St Nicolas' CE Combined School.

At St Nicolas School, we are committed to ensuring that every child is known, valued and supported to flourish. Inspired by our school value, *"I am the vine; you are the branches,"* we recognise that each pupil is uniquely gifted and thrives when they feel nurtured, connected and supported. We foster resilience, independence and confidence, empowering children to embrace challenges, realise their potential and become the very best version of themselves.

The 4 Broad areas of SEN

Communication & Interaction



Communication and Interaction includes: **Speech, language and communication needs (SLCN)** and **Autism (ASD)**.

Cognition & Learning



Cognition and Learning includes: **SpLD** - Specific Learning difficulties (e.g. dyslexia, dyscalculia, dyspraxia, ADHD), **MLD** - Moderate learning difficulties, **SLD** - Severe Learning Difficulties, **PMLD** - Profound and Multiple Learning Difficulties

Social, Emotional & Mental Health



SEMH covers a broad range of needs. For example, anxiety, depression, self-harm, substance misuse, eating disorders, unexplained physical symptoms, ADHD, ADD or attachment disorder.

Sensory/Physical



Sensory/Physical includes: Visual impairment (VI), Hearing impairment (HI), Multi-sensory Impairment (MSI) and Physical disability (PD)

Waves/tiers of intervention

Waves of Intervention Model



1. LEARNING AND COGNITION		
Universal	Targeted	Specialist
• Chunking verbal and written information • Pre- and post- teaching • Multisensory approaches to learning • Multisensory resources • Chunking the learning • Flexible seating • Use of visual checklists • Paired work • Group work • Scaffolding and modelling • Adaptive teaching	• 1:1 work • Small group targeted pre-teaching • Daily check-ins • Personalised checklists • Specific resources • Journaling • Individual Learning Plans • Additional parent meetings • Enhanced transitions	• 1:1 targeted support • Specific work according to EHCP targets • External agency involvement; EP, OT and specialist teachers • Annual reviews of EHCPs • Communication with LA involved • Enhanced transitions.

• Effective questioning • Use of technology • Effective TA deployment • Classroom environment- distractions considered • Pupil voice and check- ins • Adaptive home learning	• Access arrangements for all exams/assessments where necessary. • Early morning focussed interventions • Targeted use of technology • Handwriting groups • Arithmetic groups • Spelling groups • Fast track tutoring	
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2. COMMUNICATION AND INTERACTION		
Universal	Targeted	Specialist
• Use of Speech and Language Link for screening • Communications with LA advice from speech and language therapists • Time for processing • Scaffolding and modelling • Paired work • Small group work • Opportunities to share ideas • Explicitly teach understanding of social situations and behaviours, individually in small groups, and in situ • Use of multisensory resources for communication • Small group work	• Access arrangements for all exams/assessments where necessary. • ELSA intervention • 1:1 check-ins • Individual Learning Plan • Additional parent meetings.	• Play therapy • Educational psychologist • Referral to CAMHS • Referral to specialist teacher • Referral to Speech and Language Therapy • EHCP application. • ASD specialist

3. SENSORY AND PHYSICAL		
Universal	Targeted	Specialist

• Ensure prescribed spectacles or lenses are worn • Ensure children are seated in optimal positions according to need • Ensure children have access to resources to support physical or sensory needs (wide pencils, writing slopes, pencil grips etc) • Ensure all areas are accessible • Ensure visual timetables/checklists are used where necessary. • Access arrangements for exams/assessments where appropriate	• Sensory circuits • OT small group sessions • OT 1:1 session • Wobble cushions • Hoki stools • Writing slopes • Use of multisensory resources • Individual Learning plan • Additional parent meetings.	• Therapy dog • Referral to specialist teacher • Referral to school nursing team • Referral to CYPT
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4. SOCIAL, EMOTIONAL AND MENTAL HEALTH		
Universal	Targeted	Specialist
• Nurture groups • Trusted adults • Zones of regulation • Therapy dog • Enhanced PSHE lessons with focus of sense of belonging. • Pupil voice • Pupil feedback • Sensory circuits embedded • Mindfulness assemblies. • Celebration assemblies • Enrichment activities	• 1:1 check-ins • ELSA groups • Social skills group • Behaviour improvement plan • Individual Learning plan • Additional parent meetings. • Targeted sensory circuits.	• Referral to CAMHS • ADHD specialist • Play therapy • 1:1 work therapy dog • Specialist teacher • Referral to PRU • EHCP application