



Molescroft Primary School Overview of SEND Provision September 2022

Updated September 2023, September 2024, September 2025

OUR VISION STATEMENT

At Molescroft Primary School;

We aim to sustain and continue to develop a community based on positive attitudes, a promotion of excellence and a celebration of achievement.

**A valued environment in which
“everybody cares, everybody learns, and everybody matters”.**

OUR UNIVERSAL OFFER (Wave 1 Quality First Teaching)

Our school values;

“everybody cares, everybody learns, and everybody matters”;

underpin our curriculum and is the driver for everything we do at Molescroft Primary School.

We believe;

Learning is exciting.

Learning is fun.

Curriculum is an entitlement.

Curriculum is extended.

In High standards.

To view the Curriculum Statement please follow the link

<https://molescroftprimaryschool.files.wordpress.com/2019/09/molescroft-primary-school-curriculum-statement-september-2019-v4.pdf>



Molescroft Primary School Overview of SEND Provision September 2022

Updated September 2023, September 2024, September 2025

TARGETTED SUPPORT (WAVE 2)

For children who are working below age related expectations, we use some targeted interventions, to support them to make accelerated progress. This can often be provided through pre-teaching and small group intervention programmes at the very start of the day. Some children are targeted for class teacher support in class, including same day marking and response time to ensure they “bridge the gap” and “keep up”. These children are routinely discussed at staff meetings to ensure they maintain progress and to help them achieve in-line with their peers.

SEN SUPPORT (WAVE 3)

For children identified on SEN Support, provision is carefully designed, implemented and reviewed using our best endeavours to meet the child’s needs. The SEN support follows a clear assess, plan, do, review cycle, following the guidelines in the Code of Practice using a graduated response and approach. We aim to work closely with other professionals and outside agencies in order to ensure each child is happy, well supported and making progress towards agreed targets. Our aim is to work closely with the child at the heart of everything we do, alongside a close partnership with parents.

EDUCATION HEALTH and CARE PLANS (EHCPs Wave 4)

An EHCP is for children and young people up to the age of 25 who need more support than is available through special educational needs support. EHC plans are statutory documents that identify educational, health and social care needs and set out the additional support and/or resources to meet those needs.



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Whole School Provision-our SEND offer for each area of provision

Universal Offer	Targeted Support	Specialist Provision
<p><u>Environments</u></p> <ul style="list-style-type: none"> • Safe and well organised classrooms • Calm and purposeful environments for children to thrive in • Visual resources easily accessible eg working walls for maths and literacy, phonics displays, wordbanks/GPS/maths vocabulary displayed, resources to support progress in specific lessons eg MFL • Dyslexia friendly resources used to benefit all pupils eg coloured backgrounds • Resources readily available and differentiated according to need • Multi-sensory resources are used within and across lessons • Word walls used to support vocabulary development • Visual or written timetables on the board to support familiar routines 	<p><u>Environments</u></p> <ul style="list-style-type: none"> • Access to a calm space/area for children who need more time and space to regulate • Individual visual or written timetables or checklists 	<p><u>Environments</u></p> <ul style="list-style-type: none"> • Own work space/area in the classroom • Now and Next boards • Outdoor learning and spaces used to support children with SEMH/Sensory regulation needs eg Adventure playground



Molescroft Primary School Overview of SEND Provision September 2022

Updated September 2023, September 2024, September 2025

<ul style="list-style-type: none"> • Modelling handwriting to showcase expectations consistently • Outdoor learning is used when appropriate • Consistent expectations for behaviour • Praise and reward 		
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<p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> • High expectations for all pupils • Principles of accelerated learning used through-out school • Clear learning objectives/outcomes for all lessons • High quality modelling and use of good examples to aid memory and support expectations • High quality “on the spot” feedback, flash marking and corrective teaching to ensure all children make progress • Clear steps for progression (to scaffold and support) within lessons • Teaching to support mastery • On-going AFL for, and of learning • Pre-teaching of key-concepts and language to support learning • Differentiation to support children’s access to the curriculum • Use of a range of resources eg concrete objects, images, sequencing, kinaesthetic etc 	<p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> • Bespoke group sessions delivered by the class teacher, intervention teacher/teaching assistant for maths, reading or writing. • Early Bird Groups for Year 2-6 delivered by year group Teacher/TAs • 1-1 Tuition • Phonics intervention groups • Teacher supported group in lessons • First marking and response time • Loco-Parentis 1-1 reading at Breakfast or Tea Club and/or 1-1 reading daily in class • Touch Typing for children who struggle with written recording(Dancemat) • Group or personalised spelling list- Spelling Shed • Mind-maps of ideas to support writing • Technology to support learning- access to iPad 	<p><u>Cognition and Learning</u> May include access to some provision from Targeted Support plus:-</p> <ul style="list-style-type: none"> • Personalised curriculum for reading, maths, writing: delivered 1-1 • Dyslexia-Beat Dyslexia, PAT, Word shark, Active literacy kit, Word Wasp • Visual Stress-Coloured overlays/books with coloured pages • Maths-Power of 1, Power of 2, Timestables • Writing check-lists • Start write, stay right-whole child approach to handwriting • Write from the start –handwriting skills • Colourful semantics approach to reading • Precision Teaching-for reading/Spelling/Number skills



Molescroft Primary School Overview of SEND Provision September 2022

Updated September 2023, September 2024, September 2025

<ul style="list-style-type: none"> • Access to key vocabulary for all subjects-on displays / table word mats • A consistent approach to Handwriting • Use of high quality texts to develop a real love of reading 	<ul style="list-style-type: none"> • Apps to support learning in Maths/Spelling-Numbots/TT Rockstars/Spelling shed • Speed-Up Handwriting group intervention 	<ul style="list-style-type: none"> • Support from specialist provision-SaPTS(Hearing/Vision/Physical) • Support from Downright Special • Support from Educational Psychologist • Assessment and recommendations from SEN Consultant, Marcus Brown
Universal Offer	Targeted Support	Specialist Provision
<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • A rich language culture and climate across school • Lessons built around talk and oral rehearsal • Talk for writing used to support idea development • Drama and role-play planned into teaching sequences • Quality first phonics teaching which focusses on correct pronunciation of sounds and oral blending • Guided reading and reading aloud (focus on intonation and expression) • Paired talk in all lessons • Collaborative group work • Listening skills sessions for KS1 in PPA 	<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • Social skills groups • Time to Talk Groups • Talk Boost • Phonological Awareness • Lego Therapy • Lunchtime Nurture Provision • Conversation Train activities • Small group speaking and listening skills 	<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • Checklists/task prompt sheets to break down information within instructions. This is to support independence • SALT Activities 1-1 delivered by TA • Language for Thinking activities(Downright Special) • NHS Speech and Language Therapy • Now and Then visual timetables • PECS Communication Programme



Molescroft Primary School Overview of SEND Provision September 2022

Updated September 2023, September 2024, September 2025

<ul style="list-style-type: none"> • Speech and Language therapy Assessment and Checklists 		
Universal Offer	Targeted Support	Specialist Provision
<p><u>Social, emotional, mental health needs:</u></p> <ul style="list-style-type: none"> • A staff team who see each child as unique • Secure, trusting relationships between all adults and children • Whole School approach to good behaviour and anti-bullying • Daily routine is explicit in all classrooms; verbally(FY), visual • Positive praise and reward • Marble Treats • Class certificates • Gold certificates • Pupil Classroom jobs to raise self-confidence and responsibility • Y6 School jobs of responsibility • Weekly PSHCE lesson • RSE policy and programme to support key skills for being ready and fit for their future • Annual Health Week • Lunchtime & afterschool clubs offering sports, dance, choir • Whole School Assemblies • Kevin Library sessions 	<p><u>Social, Emotional, mental health needs:</u></p> <ul style="list-style-type: none"> • Reasonable adjustments to Good Behaviour policy for named individuals • ELSA/TA meet and greet pastoral support for pupils who struggle to come in to school • Social Groups-eg Time to Talk • Calm/Quiet space within school • Kevin; 1-1 sessions for key children • Nurture Provision-lunchtimes 	<p><u>Social, Emotional, mental health needs:</u></p> <ul style="list-style-type: none"> • Individual Behaviour/Reward systems • ELSA sessions • Lego Therapy • Key-skills cooking group • Key Adult 1-1 sessions • Specialist support eg Social worker input; Inclusion practitioner • Transition Arrangements-class/class; school-school • Pupil Profiles • Photograph Passports



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<ul style="list-style-type: none"> Lunchtime playground games 		
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<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> Triangular pencils in FY Pencil grips, special pencils/pens Footblocks Posture cushions Angled writing slopes Coloured overlays/coloured backgrounds/coloured paper & or books 	<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> Handwriting support groups <ul style="list-style-type: none"> ❖ Write from the Start ❖ Speed Up ❖ Start Write, Stay Write 	<p><u>Sensory and/or physical needs</u></p> <ul style="list-style-type: none"> Physiotherapy/Occupational therapy exercises Sensory Integration activities Specialist medical needs (eg Diabetes) Intimate Care Plans SaPTs Support-Physical Services/ Hearing and vision impairment Headphones for noise sensitivity