Molescroft Primary School

Overview of SEND and Nurture Provision September 2022

Updated September 2023, September 2024, September 2025, September 2026

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

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.

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Quality First Teaching:

As a school we pride ourselves on building relationships within the classroom teams to ensure the children and adults have a clear understanding of each other. We ensure the school improvement plan reflects current priorities within school and all staff gain access to appropriate training and development opportunities relevant to the children they are teaching.This ensures that each child has access to quality first teaching from the full teaching team they spend their days with.

Whole School Nurture Provision:

As a school we are currently completing training from Nurture UK supporting the development of Whole School Nurture Provision. We have a clear action plan which is currently being implemented working towards the Mary Boxall Nurture Award over the coming year. As a school we consider the six principles of nurture throughout all aspects of the school day and the provision we are providing for the children:

1. **Children's learning is understood developmentally:** We recognise that children are at different developmental stages socially, emotionally, physically and educationally and work hard to adapt and respond to their individual needs with a non-judgemental and accepting attitude. It is our aim for every child to feel safe and secure. We use the Boxall Profile social and emotional development tool to help staff to track and respond to a child's needs to ensure positive support is in place.

2. **The classroom offers a safe base:** We work hard to provide safe, calm and inclusive environments with a balance of educational, social and emotional experiences aimed at supporting the development of positive relationships peer to peer alongside child to adult. Adults work hard to provide reliable, consistent approaches with the children alongside predictable routines.

3. **The importance of nurture for the development of wellbeing:** We recognise the importance of adults engaging with children in reciprocal shared activities ensuring children are able to share their voice and feel valued. We continue to work together to build strategies to promote the welfare and well-being of all members of our school community.

4. **Language is a vital means of communication:** We understand the importance for our children to be able to understand their own thoughts and feelings and informal opportunities for talking and sharing are built into the school day alongside more formal lessons. As a staff we understand the importance of our own language towards children and are developing scripts to support a consistent approach across school.

5. **All behaviour is a means of communication:** We recognise that children communicate through behaviour and it is our role as adults to help children to learn and understand how to express their needs appropriately and we use non-threatening and supportive language to resolve situations. We support challenging behaviour in a safe manner before trying to understand what a child is trying to tell us.
6. **The importance of transitions in children's lives:** Children experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from break time to lessons as well as the transitions between year groups and schools at the end of the year. We recognise that children require managed transitions via carefully planned preparation and support.

Staff need to understand the emotions that may be triggered by both small and large changes, and children should be pre-worasise

TARGETED SUPPORT: Pre SEND Support

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.

SEND SUPPORT

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

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. As a school we work with the local authority, parents and professionals to ensure the provision published in Section F is implemented, and annual reviews are held to ensure the targets and provision remain relevant.

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

When selecting targeted interventions to support children we follow guidance from the EEF (Education Endowment Foundation) stating the common elements of effective interventions:

Timing: Intervention sessions are brief (15-60 minutes) and regular (2-5 per week)
Assessment: Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
Resourcing: The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
Give it time: Careful timetabling is I n place to enable consistent delivery. Sessions are typically maintained over a sustained period (8-10 weeks).
Expert delivery: Interventions are delivered by either a qualified teacher or trained teaching assistant. The programmes are followed precisely and suggested delivery protocols are followed.
Teacher links: The intervention deliverer and the class teacher communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

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Universal Offer	Targeted Support	Specialist Provision
Environments • 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, word banks/GPS/maths vocabulary displayed, resources to support progress in specific lessons eg MFL • We take care to consider the sensory impact the classroom environment may have on our children and reduce the visual and auditory stimuli available. • 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 • Visual or written timetables on the board to support familiar routines • Modelling handwriting to showcase expectations consistently • Outdoor learning is used when appropriate • Consistent expectations for behaviour	**Environments** • Access to a calm space/area for children who need more time and space to regulate. • Individual visual or written timetables or checklists. • Nurture provision in place in the mornings for children who find the classroom a hard place to learn. • Outdoor spaces used to enhance learning opportunities and opportunities to reset.	**Environments** • 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

• Praise and reward		
Universal Offer	Targeted Support	Specialist Provision
Cognition and Learning • 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 • Adaptive teaching used to support children's access to the curriculum • Use of a range of resources eg concrete objects, images, sequencing, kinaesthetic etc • Access to key vocabulary for all subjects-on displays / table word mats. • A consistent approach to Handwriting.	**Cognition and Learning** • 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 • 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. • Group or personalised spelling list-Spelling Shed • Mind-maps of ideas to support writing • Technology to support learning-access to iPad • Apps to support learning in Maths/Spelling-Numbots/TT Rockstars/Spelling shed • Speed-Up/Pegs to Paper Handwriting group intervention.	**Cognition and Learning** **May include access to some provision from Targeted Support plus:-** • Personalised curriculum for reading, maths, writing: delivered 1-1 • Visual Stress-Coloured overlays/books with coloured pages • Maths-Power of 1, Power of 2, Times tables • 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 • Support from specialist provision-SaPTS(Hearing/Vision/Physical) • Support from Downright Special • Support from Educational Psychologist • Assessment and recommendations from SEN Consultant, Marcus Brown

• Use of high quality texts to develop a real love of reading.		
Universal Offer	Targeted Support	Specialist Provision
Communication and Interaction • 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 • Paired talk in all lessons • Collaborative group work • Speech and Language therapy Assessment and Checklists	**Communication and Interaction** • Social skills groups • Time to Talk Groups • Talk Boost • Phonological Awareness • Lego Therapy • Lunchtime Nurture Provision • Social Stories/Comic Strips • Small group speaking and listening skills	**Communication and Interaction** • 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
Universal Offer	Targeted Support	Specialist Provision
Social, emotional, mental health needs: • A staff team who see each child as unique, following the six principles of nurture. • Secure, trusting relationships between all adults and children. • Whole School approach to good behaviour and anti-bullying	**Social, Emotional, mental health needs:** • 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	**Social, Emotional, mental health needs:** • 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

• Daily routine is explicit in all classrooms. • Positive praise and rewards including: Marble Treats and Gold certificates. • Pupil Classroom jobs to raise self-confidence and responsibility. • Y5/Y6 School jobs of responsibility • Weekly PSHE 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 the therapy dog available all day to all members of the school. • Lunchtime playground games	• Calm/Quiet space within school • Kevin; 1-1 sessions for key children • Nurture Provision-lunchtimes. • Morning SEMH Nurture provision for a group of children.	• Transition Arrangements-class/class; school-school • Pupil Profiles • Photograph Passports
Universal Offer	**Targeted Support**	**Specialist Provision**
<u>Sensory and/or physical needs</u> • Triangular pencils • Pencil grips, special pencils/pens • Foot blocks • Posture cushions/wobble cushions. • Angled writing slopes • Coloured overlays/coloured backgrounds/coloured paper & or books.	**<u>Sensory and/or physical needs</u>** • Handwriting support groups ❖ Write from the Start ❖ Speed Up ❖ Start Write, Stay Write ❖ Pegs to Paper	**<u>Sensory and/or physical needs</u>** • Physiotherapy/Occupational therapy exercises • Sensory Integration activities • Specialist medical needs (eg Diabetes) • Intimate Care Plans • SaPTs Support-Physical Services/ Hearing and vision impairment • Ear Defenders for noise sensitivity

• Brain and movement breaks planned into the class routine.		