



St Joseph's Catholic Voluntary Academy

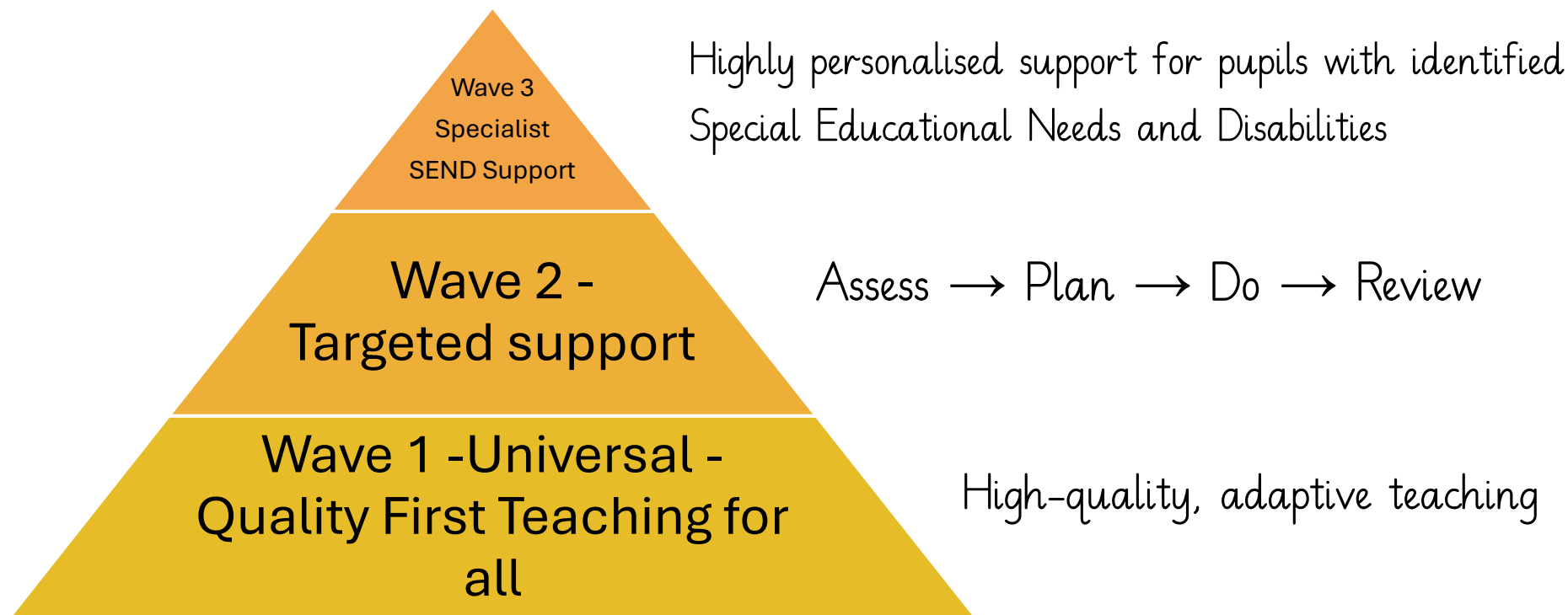


Every Child Known • Every Child Valued • Every Child Supported

Whole School Provision

At St Joseph's Catholic Voluntary Academy, we believe that every child is uniquely created in the image and likeness of God and deserves the opportunity to flourish academically, socially, emotionally and spiritually. We are committed to ensuring that every child receives the support they need to achieve their full potential within an inclusive learning environment. Our graduated approach to SEND provision follows the principles of the SEND Code of Practice (2015) through the cycle of Assess, Plan, Do and Review, ensuring that provision is responsive, evidence-informed and regularly evaluated.

Provision is organised into three graduated waves of support. Pupils may move between waves as their needs change following ongoing assessment, teacher observations, pupil voice and parental consultation.



Wave 1 – Quality First Inclusive Teaching

High-quality, adaptive teaching is the first step in responding to the needs of all pupils. Every teacher is responsible for the progress and attainment of every learner, including those with SEND.

Wave 1 provision includes:

- High-quality, inclusive classroom practice.
- Adaptive teaching matched to pupils' individual needs.
- Appropriate scaffolding, modelling and questioning.
- Consistent classroom routines and behaviour expectations.
- High-quality feedback to move learning forward.
- Opportunities for overlearning, retrieval practice and pre-teaching where appropriate.
- Reasonable adjustments to enable full participation in learning.
- Universal pastoral support promoting wellbeing and positive relationships.

The majority of pupils' needs are met through effective Wave 1 provision.

Wave 2 – Targeted Intervention

Wave 2 provision provides targeted, time-limited interventions for pupils requiring additional support beyond Quality First Teaching.

These interventions are designed to accelerate progress and address identified barriers to learning. Pupils accessing Wave 2 provision **do not need to be identified as having SEND** and may receive intervention following:

- teacher assessment
- ongoing formative assessment

- pupil progress meetings
- screening assessments
- standardised assessments
- parental concerns.

Interventions are delivered individually or in small groups by trained staff and are carefully monitored for impact.

Parents and carers are informed when their child begins an intervention programme and outcomes are reviewed regularly.

Wave 3 – Specialist SEND Provision

Wave 3 provides highly personalised support for pupils with identified Special Educational Needs and Disabilities whose needs cannot be met through Wave 1 and Wave 2 provision alone.

Provision may include:

- individualised teaching programmes
- specialist interventions
- personalised curriculum adaptations
- specialist equipment
- advice from external professionals
- increased adult support where appropriate.

Children receiving Wave 3 provision are supported through the graduated approach, with provision reviewed regularly alongside parents, pupils and external agencies where appropriate.

Where evidence demonstrates that a pupil requires provision beyond the resources ordinarily available within school, applications for High Needs Top-Up Funding or an Education, Health and Care Needs Assessment may be made in partnership with Derby City Council.

The school's delegated SEND funding (Notional SEND Budget) is used to provide ordinarily available provision before any additional High Needs funding is considered.

Our Provision is Guided By

- ✓ High aspirations
- ✓ Early identification
- ✓ Inclusive practice
- ✓ Evidence-informed interventions
- ✓ Partnership with parents
- ✓ Pupil voice
- ✓ Regular review of impact

	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Purpose	High-quality teaching	Additional intervention	Personalised SEND support
Who?	All pupils	Pupils requiring additional support	Pupils with SEND
Delivered by	Class Teacher	Teacher/TA	Teacher, SENDCo, external agencies
Group size	Whole class	Small group	Individual/small group
Frequency	Daily	Time-limited	Individual timetable
Monitoring	Teacher assessment	Entry/Exit data	APDR reviews
Parent involvement	Parents informed	Parents consulted	Parents fully involved
Review cycle	Ongoing	6–8 weeks	At least termly



Communication and Interaction

Communication is recognised as everyone's responsibility at St Joseph's. Universal strategies are consistently implemented across all classrooms to create an inclusive communication environment, ensuring that pupils with speech, language and communication needs can fully access learning alongside their peers. Staff receive regular training and coaching to ensure these approaches are embedded consistently across the school.

Universal Quality First Teaching	Targeted Support	Specialist Support
Visual timetables – Used consistently in every classroom and referred to throughout the day to support understanding, transitions and independence. Communication-friendly classrooms – Classrooms are designed to minimise communication barriers through the use of visual supports, objects of reference, communication-friendly signage, clear body language and reduced language overload. Vocabulary pre-teaching – New vocabulary is explicitly introduced using visuals, real objects and practical experiences before being applied across the curriculum. Oracy – Planned opportunities for high-quality speaking and listening are embedded across all curriculum areas through discussion, questioning and collaborative learning. Talk Partners – Carefully selected talk partners promote communication, confidence	Speech Link A structured, evidence-based speech intervention programme used following Speech Link screening to support pupils with speech sound difficulties. Suitable for: Pupils with identified speech sound difficulties affecting intelligibility. Infant Language Link An evidence-based language intervention programme used following Language Link screening. Develops receptive and expressive language skills including vocabulary, listening, understanding, sentence structure and verbal reasoning. Suitable for: Pupils experiencing delayed language development or difficulties understanding and using language. Attention Autism	Individual Speech and Language Therapy Programmes Personalised intervention programmes designed by a Speech and Language Therapist (SALT) following assessment. Delivered on an individual basis or in very small groups by trained school staff, with regular monitoring and liaison with the therapist. Speech and Language Therapist Targets Individual therapy targets are incorporated into everyday classroom practice and reviewed regularly in partnership with the Speech and Language Therapist. Teaching staff and teaching assistants use recommended strategies throughout the school day to maximise opportunities for practising communication skills across different contexts. Personalised Communication Plans Individual communication profiles identify each pupil's strengths, barriers to learning, preferred

and language development. Expectations for partner talk are explicitly taught and modelled.

Structured routines – Predictable classroom routines and consistent daily timetables help pupils understand expectations and reduce anxiety.

Clear and concise teacher language – Adults use simple, well-paced language, allowing additional processing time before expecting responses.

Processing time – Pupils are routinely given sufficient thinking time before answering questions or following instructions.

Chunked instructions – Instructions are broken into manageable steps and reinforced visually where appropriate.

Checking for understanding – Teachers regularly use questioning, repetition and pupil explanations to ensure understanding before moving learning forward.

Visual modelling – Adults model tasks using demonstrations, worked examples and visual prompts to support comprehension.

Makaton signs and gestures – Key signs and natural gestures are used consistently to reinforce spoken language where appropriate.

Now and Next boards – Used where needed to support understanding of routines, transitions and task completion.

A highly motivating intervention developed by Gina Davies to develop shared attention, listening, engagement, communication and social interaction. Delivered through a structured four-stage approach using visually engaging and motivating activities.

Sessions promote joint attention, anticipation, turn-taking and expressive communication.

Suitable for: Pupils with Autism Spectrum Condition (ASC) and other pupils with attention and communication difficulties.

Small Group Communication and Language Intervention

Structured small-group sessions targeting specific communication skills identified through assessment.

May include vocabulary development, understanding and following instructions, sentence building, narrative skills, questioning, turn-taking and conversational skills.

Activities are practical, language-rich and linked to classroom learning to support generalisation.

methods of communication and successful strategies.

Plans provide consistent guidance for all adults working with the child, ensuring communication approaches are used consistently throughout the school day.

Strategies may include visual supports, simplified language, processing time, key vocabulary, communication prompts and environmental adaptations.

Augmentative and Alternative Communication (AAC)

Personalised communication systems, including communication boards, symbol systems, communication books or electronic communication aids, to support pupils who cannot rely on spoken language alone.

Staff receive appropriate training to ensure communication systems are used consistently across the school day.

Education, Health and Care Plan (EHCP) Provision

Provision specified within Section F of the EHCP is implemented consistently and reviewed at least termly.

Individual outcomes are monitored collaboratively with parents, pupils and professionals to ensure progress and appropriate provision.

Consistent classroom visuals – Widgeits, symbols, labelled resources and visual prompts are used to support independence and understanding.

Attention and listening routines – Consistent whole-class strategies (e.g. visual cues, countdowns, attention signals) are used to gain and maintain attention.

Flexible methods of communication – Pupils are encouraged to communicate through speech, gesture, visuals, signing, pointing or alternative methods appropriate to their needs.

Language-rich environments – Classrooms promote communication through high-quality displays, labelled resources, reading opportunities and purposeful conversation.

Adult modelling of language – Staff model ambitious vocabulary, correct sentence structures and effective conversational skills throughout the school day.

Collaborative learning opportunities – Structured paired and group activities develop communication, turn-taking, negotiation and social interaction.

Suitable for: Pupils requiring additional support with communication and interaction skills.

NELI (Nuffield Early Language Intervention)

Evidence-based intervention for Reception pupils designed to improve oral language, vocabulary, listening, narrative and early literacy skills. Delivered through individual and small-group sessions.

Lego/Six Bricks

Collaborative activities that develop communication, cooperation, turn-taking, listening, problem-solving and social interaction through structured construction tasks.

Colourful Semantics

Uses colour-coded visual prompts to develop sentence structure, grammar and expressive language.

Particularly effective for pupils with Developmental Language Disorder (DLD), speech and language needs, or autism.

Social Stories

Individual or small-group support helping pupils understand social situations, emotions and expected

	behaviours through visual narratives and discussion.	
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Cognition and Learning

High-quality adaptive teaching is the foundation of our Cognition and Learning provision. Teachers use evidence-informed strategies to reduce barriers to learning, promote independence and ensure all pupils can access an ambitious curriculum. Teaching is responsive to ongoing assessment, enabling pupils to make sustained progress through carefully planned support, scaffolding and challenge.

Adaptive Teaching

Teaching is carefully adapted to meet the needs of all learners through appropriate scaffolding, modelling, questioning, flexible grouping and reasonable adjustments. Teachers maintain high expectations whilst providing the support pupils need to access the curriculum independently.

Learning tasks are appropriately differentiated through support and adaptation rather than reduced expectations.

Worked Examples

Teachers explicitly model new learning through step-by-step demonstrations before pupils work independently.

Reading Roundabout

A structured guided reading intervention providing repeated opportunities to practise decoding, fluency and comprehension through carefully selected texts.

Pupils rotate through a range of reading activities including teacher-led reading, independent practice and comprehension tasks.

Targets reading accuracy, confidence, vocabulary and understanding.

Reciprocal Reading

Structured reading sessions develop comprehension through prediction, questioning, clarifying and summarising,

Individualised Curriculum

A personalised curriculum designed to meet the pupil's identified strengths, needs and long-term outcomes, whilst promoting access to the wider curriculum wherever appropriate.

Learning objectives are carefully sequenced into small, achievable steps and adapted in line with recommendations from specialist professionals.

Teaching is responsive to ongoing assessment and focuses on developing independence, communication, functional skills and academic achievement.

Pre-Key Stage Curriculum

Pupils working significantly below age-related expectations follow the Pre-Key Stage Standards where appropriate.

Visual models, exemplars and success criteria are used to reduce cognitive load and develop understanding. Sentence Stems Carefully planned sentence starters support pupils to organise their ideas, develop oral language and produce increasingly independent spoken and written responses across the curriculum. Word Banks Subject-specific vocabulary is explicitly taught and displayed using words, symbols and visuals to support understanding, spelling and accurate use of ambitious vocabulary. Fluency Reading Regular opportunities are provided to develop reading accuracy, automaticity, expression and confidence through repeated reading and teacher modelling. Scaffolding Temporary supports such as writing frames, checklists, manipulatives and visual prompts enable pupils to achieve success independently as support is gradually withdrawn. Dual Coding Teachers combine spoken language with diagrams, images, symbols and demonstrations to strengthen understanding and reduce cognitive load. Use of Manipulatives	enabling pupils to become active, independent readers. Reading Gladiators A structured reading intervention that develops comprehension through explicit teaching of vocabulary, inference, prediction, retrieval and summarising skills. Encourages pupils to justify answers using evidence from the text while increasing confidence and engagement with reading. Used for children who excel at reading for extra stretch Precision Teaching A highly structured intervention using repeated practice, timed sessions and regular assessment to develop automatic recall of specific skills. Targets are broken into small, measurable steps and progress is monitored daily. Can be used for reading, phonics, spelling, number facts, letter recognition and key vocabulary. Colourful Semantics A visual language programme using colour-coded prompts to develop sentence structure, grammar, comprehension and expressive language.	Learning is focused on securing foundational skills in communication, literacy, numeracy, cognition, independence and personal development. Progress is measured against individual learning outcomes rather than age-related expectations. Highly Personalised Learning Individual learning programmes are carefully planned around the pupil's EHCP outcomes, specialist assessments and individual learning profile. Teaching is adapted through personalised resources, specialist strategies, flexible pacing, repetition and overlearning to maximise engagement and progress. Regular review ensures provision remains responsive to changing needs. Education, Health and Care Plan (EHCP) Provision Provision specified in Section F of the EHCP is implemented consistently and monitored through the Assess–Plan–Do–Review cycle. Outcomes are reviewed collaboratively with parents, pupils and external professionals to ensure provision remains appropriate and effective. Specialist Teacher Programmes Individual programmes developed in partnership with specialist teachers (e.g. Cognition and
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Practical resources such as Numicon, Base Ten, counters and place value charts are available to support conceptual understanding. Concrete–Pictorial–Abstract (CPA) Approach Particularly in mathematics, pupils develop understanding through practical resources, visual representations and abstract concepts. Regular Checking for Understanding Teachers use skilled questioning, mini whiteboards, quizzes and observation to identify misconceptions and adapt teaching immediately. Opportunities for Repetition and Practice Pupils have regular opportunities to revisit and practise key skills to develop confidence, fluency and independence. Flexible Grouping Groupings are responsive to assessment and learning needs, enabling pupils to work collaboratively while maintaining access to high-quality teaching.	Supports pupils to construct increasingly complex spoken and written sentences. Developing Sentences A structured intervention developing sentence construction through vocabulary development, grammar, punctuation and oral rehearsal. Pupils learn to extend simple sentences using conjunctions, descriptive vocabulary and sentence prompts. Mastering Number A research-informed programme developing secure number sense, mathematical understanding and fluency through practical resources and carefully sequenced activities. Focuses on deep understanding of number relationships and mathematical reasoning. Maths Fluency Short, focused sessions developing rapid recall of number facts, calculation strategies and mathematical confidence. Uses repetition, practical equipment and games to strengthen automatic recall and application. Phonics Intervention Daily small-group or individual phonics teaching matched to pupils' stage of	Learning Team, Educational Psychologist or Specialist Advisory Teachers). Recommendations are embedded into daily classroom practice and reviewed regularly.
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	learning using a systematic synthetic phonics programme. Focuses on decoding, blending, segmenting and reading fluency. Pre-Teaching Key concepts, vocabulary and learning are introduced before whole-class lessons to increase confidence and reduce cognitive load. Enables pupils to participate more successfully in classroom learning. Use of Assistive Technology Targeted use of laptops, speech-to-text software, reading pens, overlays or other assistive technologies to reduce barriers to learning and promote independence.	
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Social Emotional Mental Health

Positive mental health and emotional wellbeing are promoted through every aspect of school life. High-quality relationships, consistent routines and evidence-informed approaches enable all pupils to feel safe, valued and ready to learn. Staff recognise that behaviour communicates need and respond with empathy, high expectations and appropriate support, ensuring that every pupil can thrive both socially and emotionally.

Ten:Ten – Life to the Full Our whole-school Relationships, Sex and Health Education (RSHE) programme develops pupils' emotional wellbeing, resilience, self-awareness,	ELSA (Emotional Literacy Support Assistant) Individual or small-group intervention delivered by a trained Emotional	Compass Changing Lives Early intervention mental health support provided through Compass Changing Lives.
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healthy relationships and understanding of personal safety through a curriculum rooted in Catholic values.

Lessons promote respect, empathy, self-esteem and emotional literacy while supporting pupils to make positive choices.

PSHE

A progressive PSHE curriculum develops pupils' social, emotional and mental wellbeing through planned learning about relationships, emotions, personal safety, diversity, resilience, healthy lifestyles and citizenship.

Opportunities are provided for pupils to discuss feelings, solve problems and develop positive coping strategies.

Positive Relationships

Warm, respectful and trusting relationships are at the heart of our school community.

Adults know pupils well and foster a culture of belonging, inclusion and high expectations.

Positive behaviour is promoted through encouragement, restorative conversations and consistent routines.

Emotion Coaching

Staff use Emotion Coaching approaches to help pupils recognise, understand and regulate their emotions.

Adults validate feelings whilst supporting pupils to develop appropriate strategies for managing emotions and behaviour.

Literacy Support Assistant to support pupils experiencing social, emotional or behavioural difficulties.

Sessions are tailored to individual needs and may focus on emotional literacy, self-esteem, friendship skills, social communication, anxiety management, emotional regulation, loss and bereavement, or problem-solving.

Targets are agreed with class teachers and reviewed regularly to ensure progress is transferred into the classroom.

Nurture Group Provision

Short-term, small-group support based on nurture principles to develop emotional security, communication, relationships and readiness for learning.

Protective Behaviours Groups

Targeted programmes helping pupils understand personal safety, healthy relationships, recognising worries and identifying trusted adults.

Transition Support

Additional programmes supporting pupils through key transitions, including starting school, moving between classes or preparing for secondary school, reducing anxiety and promoting confidence.

Programmes are tailored to individual needs and may include support for anxiety, emotional regulation, self-esteem, resilience, friendships, bereavement or managing change.

School staff work closely with Compass practitioners to ensure strategies are embedded within the classroom and wider school environment.

Bridge the Gap

A targeted therapeutic intervention supporting pupils experiencing emotional, behavioural or social difficulties that are affecting their engagement with school.

Sessions focus on developing resilience, emotional regulation, confidence, self-awareness, positive relationships and coping strategies.

Support is personalised to meet individual needs and delivered in collaboration with school staff and families.

Individual Behaviour Support Plan (IBSP)

A personalised behaviour support plan developed following detailed assessment of the pupil's strengths, needs and triggers.

Includes proactive strategies, reasonable adjustments, de-escalation techniques, personalised rewards, regulation strategies and agreed responses to behaviour.

Developed collaboratively with parents, the pupil and external professionals where appropriate, and reviewed regularly.

Consistent language is used across school to promote emotional regulation and resilience.

Consistent Behaviour Curriculum

Clear expectations, routines and restorative approaches support pupils to understand behaviour expectations and develop self-regulation.

Restorative Practice

Restorative conversations are used to repair relationships, resolve conflict and develop empathy, accountability and problem-solving skills.

Celebration of Achievement

Successes are recognised through praise, celebration assemblies, rewards and recognition of effort, kindness and resilience, promoting self-esteem and motivation.

Positive Playtimes

Structured lunchtime and playtime opportunities encourage friendships, cooperative play, inclusion and positive social interaction.

Attendance and Wellbeing Monitoring

Attendance, punctuality and wellbeing are monitored to identify pupils who may benefit from early support, ensuring barriers to learning are addressed promptly.

Calm corners or regulation stations in classrooms where pupils can use agreed self-regulation strategies independently.

CAMHS (Child and Adolescent Mental Health Services)

Referral to CAMHS for assessment, consultation and specialist intervention where pupils present with significant or enduring mental health difficulties.

School staff work closely with CAMHS professionals to implement agreed strategies and support recommendations within the school environment.

Education, Health and Care Plan (EHCP) Provision

Provision specified within Section F of the EHCP is implemented consistently and reviewed at least termly.

Individual outcomes are monitored collaboratively with parents, pupils and professionals to ensure progress and appropriate provision.

Multi-Agency Planning/Early Help

Coordinated support involving professionals such as:

- CAMHS
- Educational Psychology
- Early Help
- Social Care (where appropriate)
- School Nursing
- Compass Changing Lives
- Behaviour Support Service
- Family Support Workers

Daily emotional check-ins (for example, feelings scales, emotion thermometers or mood boards) to help staff identify pupils who may need additional support.		Regular Team Around the Child (TAC) or Team Around the Family (TAF) meetings ensure joined-up planning and consistent support.
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Physical and Sensory

At St Joseph's, our learning environments are designed to be inclusive, enabling all pupils to access an ambitious curriculum through universal adaptations and reasonable adjustments. Staff recognise and respond to individual sensory and physical needs through adaptive teaching, accessible resources and proactive classroom strategies that promote independence, engagement and participation.

Quiet Classroom Spaces Every classroom provides a calm, low-distraction area where pupils can work, regulate emotions or take a short movement break when appropriate. Spaces are organised to reduce sensory overload and support concentration, self-regulation and emotional wellbeing. Continuous Provision (EYFS)/Y1 A carefully planned indoor and outdoor learning environment provides opportunities for exploration, sensory play, communication, physical development and independent learning. Resources are accessible and adapted to meet the varying developmental needs of all children. Movement Breaks Planned opportunities for movement are incorporated throughout the school day to	Sensory Circuits A structured programme of alerting, organising and calming activities delivered at the start of the school day or when needed to support sensory regulation and readiness to learn. Activities include balance, coordination, proprioceptive and vestibular activities. Supports pupils to regulate their sensory systems, improve attention, coordination and participation in learning. Dough Disco A fun, multisensory intervention using music and repetitive hand exercises to develop fine motor strength, finger dexterity and hand-eye coordination. Activities strengthen the muscles required for handwriting, cutting and	Sensory Audits Individual sensory assessments are completed, with advice from Occupational Therapy or specialist services where appropriate, to identify each pupil's sensory processing profile, triggers and effective regulation strategies. Findings inform classroom adaptations, personalised sensory programmes and staff practice to maximise participation and engagement. Specialist Equipment Pupils have access to specialist equipment recommended by health professionals or specialist advisory services to promote independence, comfort and safe access to learning. Equipment may include: Specialist seating and postural supports
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support attention, concentration, posture and self-regulation.

Strategies may include brain breaks, stretching, active learning and classroom movement activities.

Adaptive Learning Environments

Classrooms are organised to minimise unnecessary sensory distractions and maximise access to learning through thoughtful seating, lighting, organisation and visual clarity.

Flexible Seating

Pupils have access to a range of seating options, where appropriate, to promote comfort, posture, attention and engagement in learning.

Sensory-Aware Classrooms

Staff recognise that pupils have different sensory needs and make reasonable adjustments to the classroom environment where appropriate, including reducing visual clutter, managing background noise and considering lighting.

Accessible Resources

Learning resources are organised, clearly labelled and easily accessible to promote independence and reduce barriers to learning.

Alternative Methods of Recording

Pupils may demonstrate their learning through practical activities, oral responses, drawings, photographs or technology where appropriate, ensuring barriers to recording do not limit achievement.

other classroom tasks while promoting engagement and enjoyment

Active Hands

A targeted intervention focusing on developing hand strength, finger dexterity, bilateral coordination and pencil control through structured practical activities.

Activities may include threading, tweezers, pegboards, cutting, construction, putty exercises and fine motor games.

Fizzy Programme

A structured Occupational Therapy programme designed to develop gross motor skills, core stability, balance, coordination and motor planning. Individual programmes are implemented by trained school staff following advice from Occupational Therapy and monitored regularly.

Handwriting Intervention

Structured programmes focusing on posture, pencil grip, letter formation, sizing, spacing, writing fluency and presentation.

Delivered individually or in small groups using evidence-informed approaches.

Sensory Diet

Height-adjustable tables

Writing slopes

Specialist pencil grips

Weighted resources

Wobble cushions

Standing desks

Move 'n' Sit cushions

Specialist scissors

Adapted keyboards and mice

Switch-adapted technology

Communication aids

Staff receive appropriate training to ensure equipment is used safely and effectively.

Specialist Provision for Visual Impairment

Personalised Visual Adaptations

Individual adaptations are made following advice from the Qualified Teacher of Vision Impairment (QTVI) and specialist services.

Adjustments may include:

Enlarged print

Modified worksheets

High-contrast resources

Appropriate classroom seating

Reduced visual clutter

Task lighting

Use of magnifiers or electronic magnification

Braille or tactile resources (where required)

Orientation and mobility support

Staff implement specialist recommendations consistently to maximise access to learning.

Writing Equipment Adaptations

A range of pencils, grips, writing slopes, scissors and classroom equipment are available to support comfort, posture and independence.

Universal Sensory Resources

A range of universal sensory supports are available where appropriate, such as fiddle tools, wobble cushions, resistance bands, pencil grips, ear defenders and visual timers, enabling pupils to remain engaged and regulated during learning.

Transition Support

Consistent routines, visual timetables, countdowns and transition warnings help pupils prepare for changes throughout the school day, reducing anxiety and promoting successful participation.

Outdoor sensory and nature-based learning

Our outdoor classroom and forest school area enables all teacher to plan in regular opportunities for purposeful outdoor learning experiences

A personalised programme of sensory activities incorporated throughout the school day to help pupils maintain an appropriate level of alertness and regulation.

Activities may include movement breaks, heavy work, proprioceptive activities or calming sensory experiences.

Physical Access and Mobility Support

Individual access plans ensure pupils can safely access all aspects of school life.

Provision may include:

Personal evacuation plans (PEEPs)

Specialist seating and positioning

Hoisting procedures (where required)

Mobility equipment

Adapted PE provision

Accessible toilet and hygiene facilities

Manual handling plans

Adapted classroom layouts

Staff receive specialist training to meet individual physical care and mobility needs safely.

Personalised Hearing Support

Provision is planned in collaboration with the Qualified Teacher of the Deaf (QToD).

Adaptations may include:

Radio aid/FM systems

Sound-field systems

Preferred classroom seating

Visual prompts and captions

Clear communication strategies

Reduced background noise

Checking understanding

Staff facing pupils when speaking

Signed support where appropriate

		Hearing equipment is checked daily and maintained in partnership with families and hearing support services. Medical and Personal Care Support Trained staff provide medical and personal care in accordance with healthcare plans and statutory guidance. This may include: - Administration of medication - Blood glucose monitoring - Epilepsy management - Asthma support - Enteral feeding (where appropriate) - Catheter or continence care (where appropriate) - Intimate care Care is delivered with dignity, respect and sensitivity. Occupational and Physiotherapy Programmes Individual therapy programmes designed by Occupational Therapists or Physiotherapists are incorporated into the school day. Trained staff deliver recommended exercises and activities to develop mobility, posture, coordination, strength and functional independence. Progress is monitored and reviewed alongside therapists and families.
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