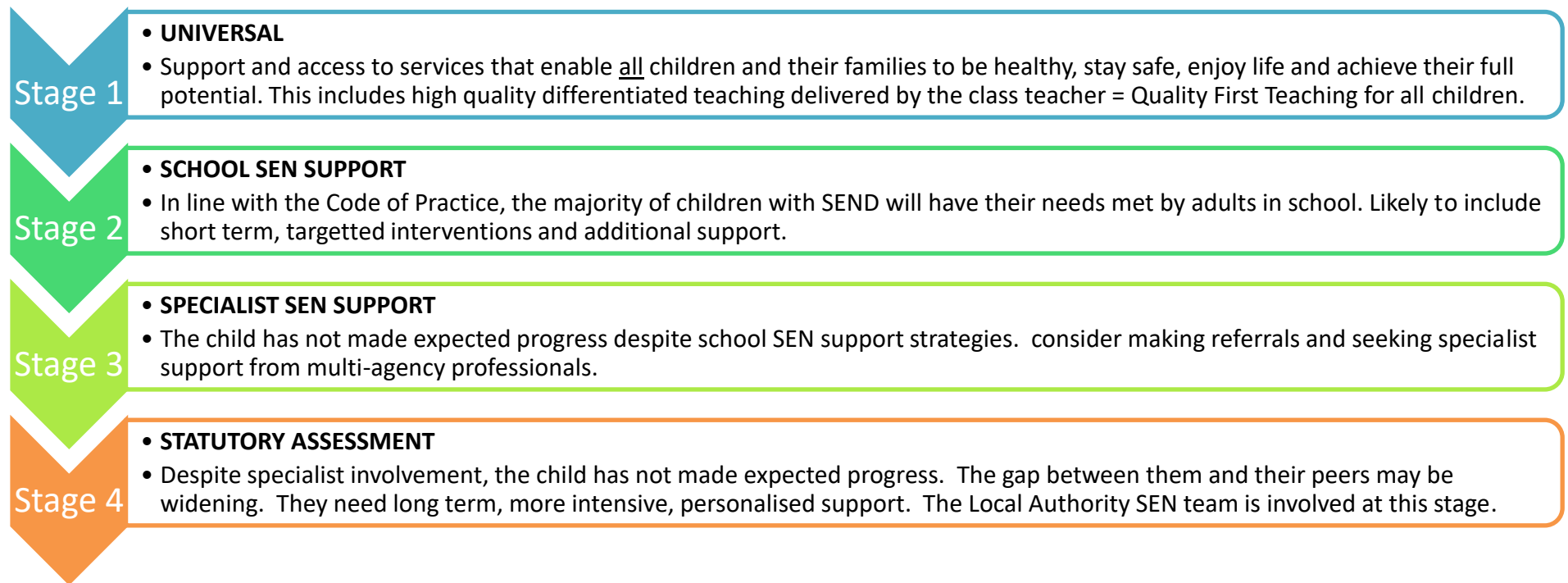




Manby Lodge Infant School Provision Map

We use a GRADUATED RESPONSE in school. Children with additional needs will receive a range of support depending on their need and the progress they make. There are 4 stages of support and more details can be found at:

[Surrey Local Offer - Surrey County Council](#)

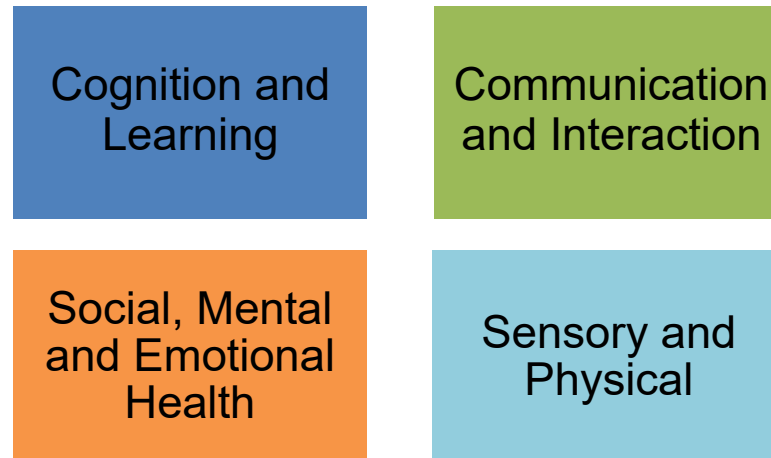


We constantly **assess, plan, do** and **review** the children's needs and the impact of the provision and support in place. We also value partnership with parents as experts on their children.

There are four categories of need and provision may look different depending on need. See page 97 Code of Practice as below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

A child may have a need in one or more of these areas:



See below for some of the strategies we use to support children in each area of need, at each graduated stage.

Many of these strategies come under an Ordinarily Available Provision and are what we offer to children as part of our universal offer. See more about Surrey Ordinarily Available Provision for parents and staff here:

<https://www.surreycc.gov.uk/children/support-and-advice/local-offer/practitioners/resources/ordinarily-available-provision>

Cognition and Learning

<u>Universal support</u>	<u>School SEN support</u>	<u>Specialist SEN support</u>	<u>Statutory Assessment</u>
<ul style="list-style-type: none"> • Quality first teaching for all • TA/Teacher support • Learning behaviours and school values • Visual timetables • Visual supports and scaffolds • Differentiated, varied and creative curriculum • Repetition and opportunities to revisit • Use of concrete materials • Reduce cognitive load • Clear and concise planning • Zones of Regulation • Talk 4 writing • Opportunities for speaking and listening • Quality marking symbols that children are familiar with – tickled pink and green for growth • Purple polishing pens for editing • Verbal feedback for next steps • Peer and self-assessment • Continuous assessment for learning • Use of interactive whiteboards • Range of ICT embedded in lessons: camera, interactive board, laptops, desktops. • Class dictionaries, thesaurus, writing frames. • Clear learning outcomes shared with the children • Clear steps to success for the learning outcome • Use of talking partners in class • Variety of teaching styles to suit the cohort of children 	<p>Additional support in class as well as focused group work and interventions.</p> <ul style="list-style-type: none"> • Fine and gross motor skills intervention • Handwriting intervention • Black Sheep Press • Phonics booster groups • Targeted adult support in class • Extra reading sessions • Extra phonics sessions • Extra maths sessions • Extra writing sessions • Additional work sent home • Additional scaffolding eg simplified word banks • Pre and post teaching • Zones of Regulation • Additional meetings with parents to share SEN plans • Adaptation to physical environment eg workstation, individual seating 	<p>We have a good connection with outside agencies that can offer support and guidance for individual needs.</p> <ul style="list-style-type: none"> • STIP (Specialist Teachers for Inclusive Practice) • OT (Occupational Therapy) • SLT (Speech and Language Therapy) • EP (Educational Psychologist) • Paediatrician • REMA team • School nurse involvement • Freemantles ASD Outreach • Home school link worker • Mindworks - was CAHMS (child and adolescent mental health services) • School link mental health worker (Mindworks) • Parenting Puzzle nurture programme • Early Help • Children's services support <p>Schemes being delivered by trained staff:</p> <ul style="list-style-type: none"> • ELSA (Emotional Literacy Support) • Wellcomm • Early morning phonics club • Language for Thinking • Numbots • Speech sound intervention • Pre-teach vocab 	<p>A child with an EHCP will have a range of short and long term statutory targets to be worked on.</p> <ul style="list-style-type: none"> • Ongoing and regular involvement from a range of specialists • Additional adult support teacher/TA • A range of interventions and additional support • Adapted and personalised curriculum • Time in our alternative provision room (Seahorse)

- I do, we do, you do approach
- Reading corners in all classrooms
- Engaging display boards and working walls
- Regular diagnostic reading
- Daily focused phonics sessions
- Access to a school library
- EYFS/Year 1 – continuous provision interest led
- Marvellous Me
- Homework grids – Year 1 & 2
- Dear parents letters weekly
- Shared learning in class for parents and carers
- Parent and carer workshops with handouts
- Parents evening 2x a year
- School trips and outings
- Visitors to school for enrichment
- Engaging outdoor learning environment and outdoor learning opportunities
- Fidget toys, sensory toys, brain breaks, move n sit, slope board, pencil grips, spring loaded scissors
- Use of Teams and Tapestry to share information and excellent learning
- Favourite Five key texts

- Colourful semantics
- Attention autism
- Blanks questions
- Zones of Regulation
- ELS phonics
- White Rose maths – Rising Stars intervention
- TEACCH approach
- 1:1 support sessions
- In class TA offering support to identified children
- Additional meetings with parents to share SEN plans

Communication and Interaction

<u>Universal support</u>	<u>School SEN support</u>	<u>Specialist SEN support</u>	<u>Statutory Assessment</u>
<ul style="list-style-type: none"> • Quality first teaching for all • TA/Teacher support • Learning behaviours and school values • Visual timetables • Visual supports and scaffolds • Differentiated, varied and creative curriculum • Repetition and opportunities to revisit • Use of concrete materials • Reduce cognitive load • Clear and concise planning • Zones of Regulation • Talk 4 writing • Opportunities for speaking and listening • Reduced language • Modeling speech • Verbal feedback for next steps • Peer and self-assessment • Continuous assessment for learning • Use of interactive whiteboards • Range of ICT embedded in lessons: camera, interactive board, laptops, desktops. • Clear learning outcomes shared with the children • Clear steps to success for the learning outcome • Use of talking partners in class • Variety of teaching styles to suit the cohort of children • I do, we do, you do approach • Reading corners in all classrooms • Engaging display boards and working 	<p>Additional support in class as well as focused group work and interventions.</p> <ul style="list-style-type: none"> • ELSA (Emotional literacy support) • Additional transition arrangements eg Nursery visits, • Black Sheep Press • Phonics booster groups • Targeted adult support in class • Adult support in the playground and dinner hall • Additional scaffolding eg simplified word banks • Pre and post teaching • Zones of Regulation • Additional meetings with parents to share SEN plans • Adaptation to physical environment eg workstation, considered seating • Use of signs, symbols, assisted language boards • ELCI strategies, use of visuals, emotion boards, objects of reference, sequencing activities with visuals 	<p>We have a good connection with outside agencies that can offer support and guidance for individual needs.</p> <ul style="list-style-type: none"> • STIP (Specialist Teachers for Inclusive Practice) • OT (Occupational Therapy) • SALT (Speech and Language Therapy) • EP (Educational Psychologist) • Paediatrician • Freemantles ASD Outreach • School nurse involvement • Home School Link Worker • Parenting Puzzle nurture programme • REMA team <p>Schemes being delivered by trained staff:</p> <ul style="list-style-type: none"> • ELSA (Emotional Literacy Support) • Wellcomm • Language for Thinking • Colourful semantics • Attention autism • Blanks questions • Zones of Regulation • ELS phonics • White Rose maths – Rising Stars intervention • TEACCH approach • Poric approach <ul style="list-style-type: none"> • 1:1 support sessions 	<p>A child with an EHCP will have a range of short and long term statutory targets to be worked on.</p> <ul style="list-style-type: none"> • Ongoing and regular involvement from a range of specialists • Additional adult support teacher/TA • 1:1 support • A range of interventions and additional support • Adapted curriculum

<p>walls</p> <ul style="list-style-type: none"> • Daily focused phonics sessions • EYFS/Year 1 – continuous provision interest led • Marvellous Me • Homework grids – Year 1 & 2 with opportunities to show and share • Dear parents letters weekly • Shared learning in class for parents and carers • Parent and carer workshops with handouts • Parents evening 2x a year • School trips and outings • Visitors to school for enrichment • Engaging outdoor learning environment and outdoor learning opportunities • Lunch time play leader • School productions/performances • Assemblies/ sharing assemblies • Role play areas in EYFS/Year 1 • Transition arrangements (N-R, R-1, 1-2, 2-3) • Home visits • Use of Teams and Tapestry 		<ul style="list-style-type: none"> • In class TA offering support to identified children • Additional meetings with parents to share SEN plans 	
--	--	--	--

Social, Emotional, Mental Health

<u>Universal support</u>	<u>School SEN support</u>	<u>Specialist SEN support</u>	<u>Statutory Assessment</u>
<ul style="list-style-type: none"> • Surrey Healthy Schools Award • Home school link worker • Use of TAs and Teachers to support • Wellbeing of staff and pupils considered • Holistic approach • Behaviour policy with an emphasis on encouraging relationships and relational approach • Learning animals to support metacognition • High expectations of behaviour • Environment of praise and encouragement • Three key behaviour expectations that underpin all: Safe, Ready, Respectful • Tapestry to share praise and excellent learning • Mindfulness activities • Worry monsters in every class • Helping hands/busy bees • Zones of Regulation • Circle times • School council • Jigsaw PSHE scheme • Key national events followed eg Anti-bullying week • Online safety woven through computing curriculum • Strong safeguarding ethos • Zero tolerance to bullying • Meetings with parents • Parent/teacher consultations 2X year • Fidget toys, sensory toys, brain breaks, move n sit, 	<ul style="list-style-type: none"> • ELSA sessions (including playground modeling) • Bubble club • Drawing and talking • Worry bench • Zones of Regulation • TA and Teacher support • Concentration station • Social skills groups • Attention autism • Behaviour charts linked to rewards • Considered seating • Individual behavior plan • Risk assessment • Reminders and regular check ins • Key staff members involved • Use of Positive touch strategies 	<p>We have a good connection with outside agencies that can offer support and guidance for individual needs:</p> <ul style="list-style-type: none"> • Home school link worker • Mindworks - was CAHMS (child and adolescent mental health services) • School link mental health worker (Mindworks) • STIP (Specialist teachers for inclusive practice including Behaviour Support) • Positive Touch training • OT (Occupational Therapy) • SALT (Speech and Language Therapy) • EP (Educational Psychologist) • Paediatrician • Freemantles ASD Outreach • School nurse involvement • Parenting Puzzle nurture programme • Rema team • Early Help • Children's services support <ul style="list-style-type: none"> • 1:1 support sessions • In class TA offering support to identified children • Additional meetings with parents to share SEN plans • De-escalation plans • Use of positive touch strategies 	<p>A child with an EHCP will have a range of short and long term statutory targets to be worked on.</p> <ul style="list-style-type: none"> • Ongoing and regular involvement from a range of specialists • Additional adult support teacher/TA • 1:1 support • A range of interventions and additional support • Adapted curriculum • Alternative break times, lunchtime arrangements, lesson arrangements • Use of alternative provision room – Seahorse • Reduced time in school, adapted timings eg early start early finish, • Home visits • Alternative

			provision eg SOS
--	--	--	---------------------

Sensory and Physical

<u>Universal support</u>	<u>School SEN support</u>	<u>Specialist SEN support</u>	<u>Statutory Assessment</u>
<ul style="list-style-type: none"> • Quality first teaching • TA/Teacher support • Multi-sensory approach to teaching • Regular time-tabled handwriting practice as a whole class • Fine motor activities and gross motor activities • Use of Ipads/Laptops • Well planned seating and furniture • Easy access to resources • Easy access around the school • Visual prompts used in class • Outdoor learning opportunities across the school • Visual timetables • Sensory breaks, sensory circuits • Regular PE, multi-sports, forest school • Outdoor learning environment in EYFS/Year 1 • Variety of playground equipment available at 	<ul style="list-style-type: none"> • Fine and gross motor groups for interventions • Handwriting interventions • OT programmes followed • Reasonable adjustments made eg enlarging text • Regular sensory breaks • Zones of Regulation • Playground core strength challenges • Risk assessments • Caring cutlery 	<p>We have a good connection with outside agencies that can offer support and guidance for individual needs:</p> <ul style="list-style-type: none"> • School nurse • OT (occupational therapy) • Physiotherapy • Home school link worker • Sensory Impairment Service • Mindworks - was CAHMS (child and adolescent mental health services) • School link mental health worker (Mindworks) • STIP (Specialist teachers for inclusive practice including Behaviour Support) • SALT (Speech and Language Therapy) • EP (Educational Psychologist) • Paediatrician • Freemantles ASD Outreach 	<p>A child with an EHCP will have a range of short and long term statutory targets to be worked on.</p> <ul style="list-style-type: none"> • Ongoing and regular involvement from a range of specialists • Additional adult support teacher/TA • 1:1 support • A range of interventions and additional support • Adapted curriculum • Alternative break times, lunchtime

<p>playtimes</p> <ul style="list-style-type: none"> • Year 2 – First aid • Enrichment activities – dancing/yoga • Movement and sensory breaks • Zones of Regulation • Range of physical resources including pencil grips, spring loaded scissors, rulers with handles, steps, toilet seat inners, large triangular pencils, slope boards, sensory toys, ear defenders • Considered seating • Use of peer support • Wide door frames • Disabled toilet access • Intimate care policy in place 		<ul style="list-style-type: none"> • School nurse involvement • Rema team • Early Help • Children’s services support <p>Schemes being delivered by trained staff:</p> <ul style="list-style-type: none"> • ELSA (Emotional Literacy Support) • Attention autism • Zones of Regulation • TEACCH approach • OT and physio programmes <ul style="list-style-type: none"> • 1:1 support sessions • In class TA offering support to identified children • Additional meetings with parents to share SEN plans • De-escalation plans • Use of positive touch strategies • Adjustments for drop off and collection arrangements eg disabled parking space • Support with adaptive clothing and devices • Uniform adaptations agreed 	<p>arrangements, lesson arrangements</p> <ul style="list-style-type: none"> • Reasonable adjustments to ensure access to the curriculum
--	--	---	--