



Provision Ordinarily Available at St Joseph's Catholic Primary School

***The Entitlement for all Pupils
based on Worcestershire LA's expectations of what should be "ordinarily available"
within mainstream classrooms for all pupils, including those identified with SEND***

The descriptors on the following pages indicate the type of provision schools and academies should make to meet specific types of need:

Communication and Interaction

- Whole school awareness and understanding of communication and interaction needs
- Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities
- Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention
- Pupils may benefit from some small focused group teaching
- Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use/understanding, and use of imaginative and creative thinking
- Peer support systems may be established and developed
- Pupils may need access to ICT software to access learning
- An approach that incorporates routines, structured tasks and rewards
- Life and Independent skills will need to be taught
- Emphasis on addressing stress producing factors which might result in sensory overload
- Mentoring opportunities should be available
- Staff trained and able to implement strategies and support students with speech, language and communication needs (SLCN) (e.g. Worcestershire SLCN Pathway, IDP materials)
- Staff trained and able to implement strategies and support students on the autism spectrum e.g. AET Level 1 and 2 – [staff have received training in Autism awareness and are experienced in supporting pupil with ASD – further AET training to be arranged](#)
- A lead practitioner in school is trained to Autism Education Trust (AET) Level 3 and experienced in supporting pupils on the Autism spectrum, offering advice, overseeing additional support and is involved in assessment, monitoring and support for parents. – [staff have received training in Autism awareness and are experienced in supporting pupil with ASD – further AET training to be arranged](#)
- Practice in schools is based on the Professional Competency framework and AET National Standards.
- Access to other professionals as appropriate e.g. Educational Psychologist/Autism team/ Speech and Language Therapist (SLT) and/or Specialist teacher from Learning Support Team (LST)
- Communication Friendly Environment Audit undertaken and adaptations made, as required
- Specific SLCN targets have been set (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) and are monitored in line with advice from SLT and/or LST
- Strategies in place to target and monitor social communication skills
- Strategies in place to target and monitor motor co-ordination and organisational difficulties

Cognition and Learning

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- Access to specialist teaching and learning programmes for dyslexia which are multi-sensory, and well-structured with opportunities for repetition and consolidation
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme
- Access to TAs skilled and experienced in supporting students with general and specific learning difficulties
- Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording
- Staff trained and able to support students with a range of learning difficulties, including SpLD. This would include training in Worcestershire Dyslexia Pathway/IDP materials. This might include support from external specialist professionals.
- Assessments focus on how the pupil is learning, more in depth analysis of strengths and weaknesses, progress in relation to time
- Effective use of IT equipment to support learning

Social, Emotional and Mental Health Difficulties

- Whole school practice promotes a programme of social and emotional skills for all pupils
- TAs are well deployed to support access to learning and provide support during unstructured times
- Small group intervention programmes support pupils in developing self-regulation/self-management skills
- Pastoral Support Plans are in place to meet individual pupil need
- Identification and use of an accessible space for pupils to reduce tension and anxiety and promote self-regulation
- Appropriate use of withdrawal groups for re-focus, reinforcement of skills and pastoral support
- Pastoral support across the school may include attendance officers, learning mentors, key workers, dedicated support assistance for health, personal care and mobility, school counsellors and school nurse
- Whole school CPD programmes include training to support successful social, mental and emotional pupil development
- Effective use of a school mentor or buddy system
- Involvement as appropriate of school counsellor and/or Educational Psychologist
- Close liaison with external health professionals / CAMHS
- Referral made to Early Help
- Risk assessment procedures are routinely applied
- Bespoke Medical Education Team intervention for pupils diagnosed as too ill to attend school
- Alternative Provision intervention in place for pupils at risk of permanent exclusion

Sensory and/or Physical Needs

- Accessible school environment including out of hours activities and school trips
- Minor adjustments are made to classroom practices, and materials/equipment may be required
- Staff are skilled at selecting appropriate methods and materials in lesson plans to ensure access across the curriculum
- Favourable seating arrangements are identified
- All staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments
- Staff are aware that for some pupils, a sensory or physical disability could impact on their language and social interaction
- Staff should encourage students to wear appropriate sensory equipment
- Staff should ensure that all students have understood all instructions
- Pupils should be made particularly aware of safety measures in Science labs/Technology rooms
- Access arrangements for examinations to be implemented
- Pre teaching opportunities to be available
- School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement
- General whole school training, advice and support from external professionals is accessed, as appropriate
- Clinical diagnosis of impairment is understood by staff
- Assessment by appropriately qualified professional may be necessary, which may result in involvement of other agencies on a regular basis, for example therapy sessions
- Staff and pupils have appropriate access to Communications skills advisor, Qualified Teacher Sensory Impairment and/or Mobility Specialist
- School can access advice on the purchase and upkeep of particular equipment
- Consideration of the need for adult support /key worker with specific skill set
- Advice on particular software technology to support access to the curriculum
- Training required on Manual Handling

Full details of the LAs local offer can be found at:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

