

## Maple Tree Primary School

### School Support and EHCP/Statement Provision

#### Cognition and Learning

Stage 2	Stage 3	Involvement of External Agencies/Professionals
<ul style="list-style-type: none"> <li>✓ Additional adult support for classroom based learning within a group.</li> <li>✓ Additional small group teaching of basic literacy and mathematics skills linked to Target Tracker outside the main class lessons.</li> <li>✓ Letters and Sounds Phonics programme.</li> <li>✓ Phonics catch up groups.</li> <li>✓ Peer Assisted Learning reading group.</li> <li>✓ Maths Catch up programme</li> <li>✓ Max's Marvellous Maths programme</li> <li>✓ Stile materials</li> <li>✓ Identified priority readers – trained helpers.</li> <li>✓ Pre learning to increase access and understanding of class based learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional adult support for class based learning on a 1:1 basis.</li> <li>✓ Personalised literacy programmes based on SpLD assessment.</li> <li>✓ Personalised maths programmes designed by the class teacher.</li> <li>✓ Personalised resources to support class based learning</li> <li>✓ Maths programme – Power of 2.</li> <li>✓ Toe by Toe</li> <li>✓ 1:1 reading support</li> <li>✓ Recommended specialist resources purchased to support learning. Eg ICT resources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Early Years Advisory Team</li> <li>✓ Outreach services from local special schools.</li> <li>✓ Educational Psychologist.</li> </ul>

## **Communication and Interaction**

<b>Stage 2</b>	<b>Stage 3</b>	<b>Involvement of External Agencies/Professionals</b>
<ul style="list-style-type: none"> <li>✓ Additional adult support for class based learning within a group.</li> <li>✓ Lift off to Language Programme – EYFS</li> <li>✓ Provision maps in place for children who require different approaches to teaching and learning to ensure their inclusion in classroom activities.</li> <li>✓ Dyslexia friendly classrooms</li> <li>✓ Pre teaching of vocabulary to support access to, and understanding of, class based learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional 1:1 adult support for class based learning.</li> <li>✓ Individual speech therapy - SALT</li> <li>✓ 1:1 follow up sessions for SALT to practice skills.</li> <li>✓ Personalised Visual timetables / work systems / schedules / work stations</li> <li>✓ Social Stories</li> <li>✓ IPad based learning to support SALT delivery.</li> <li>✓ Use of enhanced communication with home – daily communication book.</li> <li>✓ Protective Behaviours work where identified</li> </ul>	<ul style="list-style-type: none"> <li>✓ NHS SALT</li> <li>✓ Early Years Advisory Service.</li> <li>✓ Autism Outreach service.</li> <li>✓ Educational Psychologist.</li> <li>✓ Visual Impairment Advisor</li> <li>✓ Hearing Impairment Advisor</li> </ul>

## **Social, Emotional and Mental Health**

<b>Stage 2</b>	<b>Stage 3</b>	<b>Involvement of External Agencies/Professionals</b>
<ul style="list-style-type: none"> <li>✓ Additional adult support for class based learning within a small group.</li> <li>✓ School behaviour management system which supports positive behaviour management.</li> <li>✓ SEAL programme</li> <li>✓ Lunch time clubs programme</li> <li>✓ Circle of Friends</li> <li>✓ Buddy system</li> <li>✓ Lunchtime and playtime support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional 1:1 adult support for class based learning.</li> <li>✓ Meet and greet by key adult every morning.</li> <li>✓ Individualised reward programmes</li> <li>✓ 1:1 mentoring sessions</li> <li>✓ Personalised anger management sessions</li> <li>✓ Personalised self esteem sessions</li> <li>✓ Social Stories</li> <li>✓ Personalised transition programmes</li> <li>✓ Individualised behaviour plans</li> <li>✓ Time out-opportunity to reflect on behaviour choices.</li> <li>✓ Team around the child meetings will be facilitated if necessary.</li> <li>✓ Referrals facilitated to counselling etc through the EHA process.</li> <li>✓ Personalised support for school trips</li> </ul>	<ul style="list-style-type: none"> <li>✓ Social Services Early Help Assessment process</li> <li>✓ Child Development Centre.</li> <li>✓ Children's Centre -Sandy</li> </ul>

### **Sensory and/or Physical**

<b>Stage 2</b>	<b>Stage 3</b>	<b>Involvement of External Agencies/Professionals</b>
<ul style="list-style-type: none"><li>✓ Additional adult support for class based learning.</li><li>✓ Handwriting group</li><li>✓ Specialised resources / provision eg Soundloop system etc.</li><li>✓ Buildings may need minor adaptations eg. ramps, handrails in toilets.</li></ul>	<ul style="list-style-type: none"><li>✓ Additional 1:1 support for class based learning</li><li>✓ Formulation and Implementation of a Personal Care Plan if needed.</li><li>✓ Recommended Occupational Therapy or Physiotherapy programmes followed.</li><li>✓ Recommended specialist resource purchased to support learning / access to learning.</li><li>✓ Dietary needs met by school canteen.</li></ul>	<ul style="list-style-type: none"><li>✓ School Nurse team</li><li>✓ Occupational therapists</li><li>✓ Physiotherapists</li><li>✓ Advisory teaching service for Hearing or Visual Impairment</li><li>✓ Outreach from local Special Schools</li><li>✓ Educational Psychology</li></ul>

***Please note that some children who do not have special educational needs or disabilities may also access some of this provision.***