



The Federation of St. Giles and St. John Provision map 2024/25



Quality first teaching:

Inclusive quality first teaching for all. Good quality, inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Quality first teaching examples:

- Personalised curriculum
- Personalised delivery e.g. simplified language, slower pace
- Personalised outcomes
- Adapted visual aids, modelling
- Use of writing frames etc.

Targeted support:

Additional interventions to enable children to work at age-related expectations or above. Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level - often targeted at a group of pupils with similar needs. Classroom intervention (catch-up) Targeted support examples:

- In class LSA literacy and numeracy support
- Talkboost and catch up programmes
- Small group work

- Multi-sensory spelling practice groups
- Small group use of ICT programmes
- Differentiated resources

SEND provision:

Additional highly personalised interventions. Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision.

Examples:

- Speech and language interventions
- External agency intervention
- Individual literacy, phonics programme
- Additional planning and individual arrangements for transition
- Individual arrangements for SATs

Communication and interaction

Assessments:

- Phonics assessments
- Observations
- Specialist support and interventions

Useful support:

- Speech and language assessment available in the first instance on Shropshire Council website
- The Communication Trust progression tool
- Autism Education Trust progression tool
- <http://www.ican.org.uk/>
- <http://www.autism.org.uk/>
- <http://www.talkingpoint.org.uk/>
- <https://thecommunicationtrust.org.uk/>
- <http://smira.org.uk/>
- <http://www.researchautism.net/>
- <http://www.stamma.org/>
- <http://autismeducationtrust.org.uk/>
- <http://www.afasic.org.uk/>
- <https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/progression-tools-primary/>
- <https://www.shropscommunityhealth.nhs.uk/content/doclib/14267.pdf>

| Need | High quality first teaching | Targeted catch-up | SEND provision | Outcomes |
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| <ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships | <ul style="list-style-type: none"> • Say what you mean (explain double meanings and avoid sarcasm etc) • Preparation for change of activity or lesson • Visual prompts and clues-eg visual | <ul style="list-style-type: none"> • Personalised behaviour support • Personalised interventions • Paired tasks with support • Individual visual timetable and/or now and next board | <ul style="list-style-type: none"> • Individualised programme, including interventions supported by the SENCO or outside professionals • Specialist team involvement | <ul style="list-style-type: none"> • Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships |

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| <ul style="list-style-type: none"> • Anxiety in busy, unpredictable environments • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty in understanding the rules of social interaction • Difficulty in understanding rules of politeness and manners • Attention and conversation | <p>timetable, use of Makaton</p> <ul style="list-style-type: none"> • Systematic organisation of independent learning tasks • Emotional literacy lessons in class • Clear sanctions and motivators-specific praise. • Visual timetable for all children displayed and used every day • Clear and specific learning objectives • Pace and pitch altered to support learning needs • Make expectations explicit-this is what good looks like. • Calm learning environment • Prompt cards for groups • Teacher and TA support • Training for all staff to understand challenging behaviour | <ul style="list-style-type: none"> • Comic strip conversations and/or social stories • Regular, short sensory breaks • Feelings check in | <ul style="list-style-type: none"> • ELSA sessions | <ul style="list-style-type: none"> • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour • Pupil can calmly and independently move around the school at key changeover times • Reduction in distressed behaviour • Skills learned in social group applied to other situations • Greater participation at playtime with less adult intervention • Able to access the mainstream curriculum with support • Reduced frustration • Improved mental health |
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| <p>focused on own needs and interests</p> <ul style="list-style-type: none">• Extreme reactions, rather than a measured response• Problems with unwritten rules• Problems with subtle social rules• Unable to cope with close proximity to others• Physical outbursts if stressed• Echolalia, rather than meaningful language• Lack of response inhibitions eg can't wait, runs off• Literal understanding of language-struggles to understand sarcasm or humour• Physically challenging behaviour• Unusual reactions to sensory stimuli• Difficulties with independence skills | | | | |
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| <ul style="list-style-type: none"> • May have a phobia of speech with some adults. The SMIRA website gives resources for children with selective mutism | | | | |
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| Speech | | | | |
| Need | Quality first teaching | Targeted catch up | SEND provision | outcomes |
| <ul style="list-style-type: none"> • Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer • Specific difficulties in hearing or perceiving speech, particularly in distracting environments • speech difficulties have a significant impact on literacy • Speech and language therapy assessment should be considered to gain a full and accurate profile of needs (there is | <ul style="list-style-type: none"> • Working environments should be calm and purposeful • Attention and listening activities • Oral blending and segmentation linked to reading and spelling • Consistent support from all staff to reinforce speech sounds throughout the day • Support to develop peer relationships and participation in group work when intelligibility is a problem • Phonics programme and effective phonics teaching every day • Good listening prompts | <ul style="list-style-type: none"> • Targeted speech group • Specific phonemic awareness programme • Segmentation activities linked to topic and functional vocabulary • Phonological awareness activities • Parental engagement • Talk boost activities • Communication in print vocabulary cards • Comic strip conversations or social stories • Regular short sensory breaks • High level of support • visual prompt cards | <ul style="list-style-type: none"> • Advice from SALT services and educational psychologists • Specific speech interventions • Total communication including Makaton (which could be used with the whole class) | <ul style="list-style-type: none"> • Correct pronunciation of sounds in some situations • Segmentation of spoken words • Improved production of speech sounds • Some segmentation of vocabulary (syllables, rhymes, phonemes) • Improved articulation of speech sounds at word, sentence or conversation level |

| <p>a short assessment on Shropshire Council's website, which should be used before considering referral to SALT)</p> | | | | |
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| Cognition and learning | | | | |
| Need | Quality first teaching | Targeted catch-up | SEND provision | Outcomes |
| <p>Assessment: Observations and AfL Verbal and non-verbal reasoning test Standardised reading and spelling assessments SATS Reading Age Spelling Age</p> <p>Useful links:</p> <p>https://www.bdadyslexia.org.uk/</p> | | | | |
| <p>A child may have difficulties with the skills needed for effective learning.</p> <ul style="list-style-type: none"> • Language/memory and reasoning skills • Sequencing and organisation skills • An understanding of number • Problem solving and concept developing skill | <ul style="list-style-type: none"> • Teaching inputs should be short and focused. • Teaching should revisit previous learning in every session. • Expectations should be clearly explained so that children know what they need to achieve by the end of each session. • Use talk partners to discuss learning. | <ul style="list-style-type: none"> • Consider the use of immersive reader for children with processing difficulties. • Pre-teaching of concepts to build confidence. • Extra support in lessons. • Extra sessions eg cool kids in a small group. • Targeted/structured literacy and numeracy programmes | <ul style="list-style-type: none"> • First/Next/Then- use with children who may struggle with sequencing. • Individualised programme supported by reports and targets from Educational Psychologists. • Provide programmes/activities working on underlying skills of phonological | <ul style="list-style-type: none"> • Increased access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Improved engagement and desire to learn/motivation • Increase range of secure concepts |

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| <ul style="list-style-type: none"> • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have either: profound and multiple, severe or moderate learning difficulties or specific learning difficulties: dyslexia, dyscalculia, dyspraxia or dysgraphia</p> | <ul style="list-style-type: none"> • Consider different approaches eg doing shared work on big sheets of paper to support all children. • Consider the use of word banks in English or prompts/examples in maths. • Understanding number sessions with all reception and key stage one children to build a solid understanding of small numbers. • Use of equipment in maths to build understanding of number. • Daily handwriting practice to support gross and fine motor skills. • Cool kids sessions/active breaks/daily mile for all children. • Pupil's name and eye contact established before giving instructions (unless autism is present/suspected) • Clear and simple instructions, breaking | <ul style="list-style-type: none"> • Computer intervention programmes • Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording • Teach note taking and shorthand ways of recording information e.g. use of bullet points • Teaching memory strategies • Additional time for key curriculum areas • Access arrangements for tests and exams • Coloured resources e.g. paper, overlays for reading • Reading rulers and Number lines • Numicon • Mind mapping to link concepts • Phonics • High Level of LSA support • Coloured overlays • Nessy resources | <p>awareness to underpin teaching of phonics</p> <ul style="list-style-type: none"> • Use of specialist programmes to make resources e.g. Communicate in Print | <ul style="list-style-type: none"> • Able to apply strategies of what to do when unsure or unclear about learning • Able to predict/recount content of lesson • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self- esteem • Reduction in anxiety • Decrease in number of frustrated and/or aggressive behaviour • Improved listening and attention • Increased self-confidence and self-esteem • Improved social inclusion • Positive response from pupil voice • Improved attainment |
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| | <p>down longer instructions and giving one at a time</p> <ul style="list-style-type: none">• Clarify, display and refer back to new/difficult vocabulary• Check for understanding• Consistent use of positive language• Jot down key points/instructions• Give time before response is needed• Visual cues and prompts• Visual timetable• Collaborative working opportunities• Key vocabulary displayed/available• Time given for processing• Consistent use of terms• Repetition and reinforcement of skills including worked examples• Tasks simplified or extended• Whole school awareness and training | | | |
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| | <ul style="list-style-type: none"> • Visually supportive learning environments e.g. working walls and word maps • Involve the pupil in discussions about how they learn and approach tasks • Flexible grouping • Writing frames • Vocabulary Cards • Clear rewards and sanction systems • Peer support • Circle Time • Individual whiteboards for drafting • Modified resources | | | |
| Social and Emotional Mental Health | | | | |
| Need | Quality first teaching | Targeted catch-up | SEND provision | Outcomes |
| <p>Assessment: observation and discussion with parents/children Support from professionals eg educational psychologist</p> <p>Useful links: http://www.challengingbehaviour.org.uk/ https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm Shooting Stars Nurture support for highly challenging individuals Support through Behaviour Support Officer Books to support challenging life experiences e.g. bereavement Support and guidance from CAMHS (Child and Adolescent Mental Health Service) and Educational Psychologist</p> | | | | |

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| <ul style="list-style-type: none"> • Experiencing difficulty in remaining on task, inattentive • Inability to follow instructions and routines • Presenting as significantly unhappy anxious or stressed • Seeking frequent adult support/attention • Frequent low-level disruptions • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful • Poor or sporadic attendance • Vulnerable to bullying, manipulation, or exploitation | <ul style="list-style-type: none"> • Weekly PSHE sessions, focusing on friendship, keeping healthy and talking about how to resolve conflict as part of circle time activities. • Spontaneous whole class PSHE sessions for issues arising. • Making time to talk-regular check ins. • Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) • Assessment and monitoring of learning and social emotional wellbeing and associated behaviour. • Adaptive teaching and additional learning activities to engage and motivate • Praising positive behaviours and giving specific praise rather than a general, "Well done." • Identify and build on preferred learning styles | <ul style="list-style-type: none"> • Personalised interventions • ELSA sessions for children identified as having a SEMH need. • Small, carefully thought-out group settings or one-to-one working e.g. talk, listen, and reflect • Lego Therapy • Social Skills • Books linked to social needs • Now and Next choices to engage and motivate • Experienced LSAs • Emphasis on social emotional engagement, safety, and learning • Nurture Group or small group intervention | <ul style="list-style-type: none"> • ELSA sessions • Specialist interventions with support from the Educational Psychologist. • Enhanced personalised provision e.g. social and health education programmes • Use of self-management programmes to develop skills, confidence, and engagement | <ul style="list-style-type: none"> • Whole school practice that is positive and restorative and aids resolution of conflict peacefully • Improved staff confidence in managing behaviour that challenges • A sense of belonging • Pupils that feel safe in school • Reduced risk-taking behaviour • Confident and resilient learners • Emotionally aware pupils who can self-regulate • Pupils with a positive perception of self • Positive engagement and participation in learning • Increased levels of independence within pupils • Improved concentration and attention • Positive social interaction and relationships with others resulting in |
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| <ul style="list-style-type: none"> • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Engage in bullying type behaviours • Uncooperative or defiant • Demonstrations of behaviour that challenges • Placing self or others at risk of harm | <ul style="list-style-type: none"> • Positive language to re-direct, reinforce expectations e.g. use of others as role models • Environmental adaptation e.g. social seating and proximity to teacher • Time out systems within the classroom • Increased structure, routine, and guidance • SMART targets linked to need • Pupil and parent involvement • A range of differentiated opportunities for social and emotional development e.g. friendship spots, circle time • Reinforcement of expectations through visual prompts and role modelling good behaviour • constructive feedback • CPOMs to record incidences and note patterns and triggers • Play time and lunchtime supervisors who are | | | <p>improved friendships and relationships</p> <ul style="list-style-type: none"> • Able to work collaboratively and independently • self-aware reflective learners • High aspirations of self and can-do attitude to achieving goals • Reduction in feelings of anxiety, fear, anger • Risk assessments and care plans that are co-produced with parents and the child. • Clear emergency procedures and care plans shared with staff, parents, and pupil • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Good attendance • Positive educational and social outcomes • Accelerated progress and good levels of attainment |
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| | familiar with the children | | | <ul style="list-style-type: none"> Improved emotional and mental health Decrease in incidents of high-level challenging behaviour leading to more participation |
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| Sensory and physical | | | | |
| Need | Quality first teaching | Targeted support | SEND provision | Outcomes |
| <ul style="list-style-type: none"> Assessment: Occupational Therapy Assessment Fine and Gross Motor Assessment Useful links: https://www.batod.org.uk http://www.councilfordisabledchildren.org.uk/ https://www.nofas.org/ http://www.ndcs.org.uk/ https://www.natsip.org.uk/ http://www.pdnet.org.uk/ | | | | |
| <p>A child may have a medical or genetic condition such as:</p> <ul style="list-style-type: none"> Hearing impairment Visual impairment Multi-sensory impairment <p>This could lead to difficulties with:</p> <ul style="list-style-type: none"> Gross and/or fine motor skills | <ul style="list-style-type: none"> Ensure the school building is fully accessible and there is adequate space to walk in all areas. There are ramps to all doors. There are accessible toilets. Ensure that children with visual or hearing impairment sit close to the teacher and close to | <ul style="list-style-type: none"> Work with parents re toileting issues. Social stories. Ensure hearing aids are working and make sure staff know how to check and that they check regularly. Be aware of children with visual and/or hearing impairments in outdoor sessions and swimming. Ensure a member of staff is | <ul style="list-style-type: none"> Liaise with speech and language therapists. Work with specialist services. Implement programmes set out by specialist services. Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist, | <ul style="list-style-type: none"> Timely referral and intervention Increased/equal access to the curriculum Improved speech discrimination Increased subject vocabulary Increase in understanding spoken language |

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| <ul style="list-style-type: none"> • Ability to access the curriculum without adaptations • Physically accessing the building or equipment • Sensory processing difficulties including over sensitivity to smell, taste, touch, noise or light • Toileting/self-care | <p>the board so they can access learning.</p> <ul style="list-style-type: none"> • Use Makaton signing with all children to aid communication. • Be aware of sensory overload in classrooms and plan environment to support those with sensory processing difficulties. • Activities to support fine and gross motor skill development across the curriculum. • Close liaison with parents and carers • Enclosed room/teaching area • Reduce background noise to improve acoustic environment • Access to visual clues • Subtitles on audio visual material • Modified resources e.g. simplified text/language • Systems in place to support individuals with mobility needs for fire alarms • Modified resources (e.g. large print) | <p>responsible for the safety of each pupil with these impairments.</p> <ul style="list-style-type: none"> • Use of immersive reader to enlarge print or to read text to child. • Fine Motor skills • Referral to specialist and occupational therapist when needed • When needed, subject specific advice from Teacher of the Deaf • Use of note taker (LSA) – using IT, mind maps etc. • LSAs to follow medical needs plans • LSA responsible for medical needs • Access to specific resources which aid learning | <ul style="list-style-type: none"> • Close liaison with Audiologist, ENT Consultant, Ophthalmologist | <ul style="list-style-type: none"> • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information • Improved levels of achievement • Able to access learning and school environment • Improved self -esteem and social / emotional development • Increased confidence approaching new situations leading to better participation • Increased confidence and understanding of diagnosis, implications and strategies |
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| | <ul style="list-style-type: none">• Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board• Differentiated curriculum• Uncluttered and well organised learning environment with good lighting• Choice making opportunities• Spelling support• Allow thinking time• Summarise key points at start and end of lesson• Pre-writing activities/warm up• | | | |
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