Hannah More Primary's Ordinarily Available Provision

This document aims to outline the strategies and provisions that are available at Hannah More Primary to meet the needs of all learners. Provisions are allocated taking into consideration the needs of the child and aiming for fairness in distribution. More information can be found in the schools SEN report.

Assessment		
Using the Assess, plan, do, review cycle	**Formative assessment and feedback are key features in learning activities, lessons and in marking and assessment policies.**	**Reasonable exam access arrangements are in place to for all national tests and public examinations.**
The learning and behaviour of CYP is monitored and observed in different settings, contexts and times across the day for short periods to inform assessment, planning and review. Staff are aware of CYP starting points so that progress can be measured at each phase or key stage. Assessment is used to inform planning and interventions and assessment is undertaken through observing performance during interventions.	A wide range of assessment strategies and tools are used at regular intervals to ensure we understand our learners' progress. Reading, spelling and numeracy assessments will be used where there are concerns about learners' progress. Assessments of spoken language and memory may also be used. All learners will have regular and frequent opportunities to communicate about their learning or play and evaluate their own performance. Self-assessment will be used as part of typical routines to set individual targets or next steps. The impact of interventions will always be evaluated as the first intervention tried does not always give the best results. Alternative approaches are explored to see if better outcomes are achieved.	Learners' preferred ways of working are established so that assessment arrangements are part of everyday ways of working for CYP. Arrangements could include: • Rest breaks • Use of a reader/scribe/laptop • Extra time • Smaller examination rooms For SATs assessments, government guidelines will be consulted and appropriate arrangements applied for. Resources and access arrangements are adapted for in-class assessments.
Partnerships with Learners and Parents/Carers		
Partnership is a key part of all work. Partnership working means parents/carers and CYP take part in all decision making.		**An effective partnership with learners and parent/carers is evident.**
We encourage regular communication with parents and carers. School staff make themselves available at the start and finish of each day for informal conversations.		Parents are informed of: • the SEND of their CYP; • the support in place;

Additional meetings or phone calls can be arranged where needed. Parents are informed if their child is taking part in an intervention. The Marvellous Me app is used to support communication. 2 formal progress review meetings are available each year. Parents are actively sought out and encouraged to attend these. Support Plans are used to record information where a significant number of interventions have been in place over time.	•are involved in setting and reviewing targets and outcomes. We discuss with families what can be provided at SEND support in the local mainstream setting and support them to access additional advice and support where needed. Parents and carers are signposted to www.bristol.gov.uk/web/bristol-local-offer The school SEND report or setting offer is co-produced with parents annually and is published on the setting website.	

Pastoral Care		
The setting has a clear system for pastoral support.	**The setting recognises and responds to the need for individual pastoral support for learners with SEND bearing in mind the individual's social, emotional needs and any other relevant circumstances such as adverse childhood experiences.**	**Learners feel safe and valued in the setting. They know that they can talk to staff who will listen to concerns and value their opinions.**
Awareness and sensitivity of peers and staff towards difference (SEND) is raised at a whole setting level. Focussed work is planned for classes and groups regarding specific needs or conditions where necessary. A calm learning environment is created by and for all staff and CYP. Staff know the strengths, interest and how best to support CYP with SEND through reading the CYP's profile. All Staff receive training on trauma informed practices and relationship-based approaches to behaviour. Language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship - based approaches). Our PSHE has been specifically tailored to the needs of or community. It promotes diversity, inclusivity and tolerance whilst developing well-being and resilience.	The Senior Leadership team operate an 'open door' policy, providing emotional support for pupils who need it. The school operates a Key Adult system for children who require regular emotional check-ins from adults. School takes a nurture based approach to behaviour management. Regular staff training on trauma informed approaches and behaviour as communication. The school has an ELSA who can offer weekly sessions for 9 pupils. MHST offers weekly sessions to 2 children.	All adults understand the importance of listening to pupils and provide opportunities for this during the school day. Negative attitudes, beliefs or practices towards individuals or groups are challenged through individual work, whole class teaching and whole school strategies. CYP's voices are encouraged through the student council, worry boxes and regular gathering of pupil voice on specific topics. Time, space and appropriate communication aids are made available for CYP with communication needs to express themselves.

The learning environment	
The physical environment is adapted to meet the needs of learners	**Practitioners are aware of sensory needs and issues that may impact on learners.**
The school has ramps and lifts to allow access to different levels. There are 2 intervention spaces that can only be access via the stairs. Classroom displays are kept neutral and to a minimum to help reduce sensory overload. Acoustic tiles have been fitted in the sports hall in and half the classrooms. The furniture is the appropriate size/ height for the learners. More specialist equipment is sought for those who require specific adaptations. School has undertaken an environment audit with an Occupational therapist and is working on actions identified. Adults are proactive in making reasonable adjustments when needed, taking into account pupil views and the needs of the class as a whole. Assistive technology is make available where appropriate. Extra-curricular activities and educational visits are planned to fully include all pupils.	Learners' with specific sensory needs have these identified on their pupil profile which is shared with all relevant staff. Class teacher organise their classrooms considering the needs of their learner, in particular those with identified needs. Sensory profiling takes place for individual pupils when needed. Regular environment audits help highlight areas for improvement.

Teaching and Learning Strategies			
Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	**Practitioners differentiate to provide suitable learning challenges and cater for different learning needs.**	**Practitioners ensure that learners have opportunities to work in different ways, for example, independently, in small groups and/or in pairs. Individualised and/or small group sessions are also used.**	**Practitioners ensure that collaborative learning and peer support is a feature of all lessons**
All classroom have a visual timetable which class teacher go through at the start of the day and at each transition. For some learners individual timetables are also used. Visuals and gesture are used regularly throughout all lessons to support understanding. Learners are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly.	Modelling is used to aid understanding. Visuals and gesture are used regularly throughout all lessons to support understanding. Alternatives to written recording are used routinely. Teachers encourage meta-cognition through explicitly teaching study skills. Interactive are used effectively to promote engagement and scaffold the lesson.	Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately differentiated resources. Meta-cognition is directly taught to encourage pupils to be self-motivated, problem solve and increase their independence. Teachers make use of flexible grouping, taking into account individual needs. They routinely provide opportunities for access to role models, mixed-ability groups,	Strategies that foster collaboration and working together with positive regard are used to support teaching and classroom relationships. Strategies are used to build and maintain positive relationships across the whole community (for example, peer mentoring). School assemblies and the school PSHE curriculum provide opportunities to develop peer awareness and sensitivity and support for different needs and disabilities both in and out of the classroom.

Feedback is clearly identified as being key to learning. The pace and order of activities is varied to maintain interest and attention of all CYP. We have a range Specialists who advise staff to support the assess, plan, do, review process at SEND support.	IT is used to support learning where appropriate. Homework is differentiated appropriately for pupils.	structured opportunities for conversation and sharing of ideas. Use of additional adults is planned to maximise their impact on learning. They are used to support independence rather than create dependence. Staff follow the advice from the EEF when working with children, aiming to give the least amount of support to promote independence.	When specific situations arise, teachers will find opportunities to address these either individually, as a small group or whole class to increase understanding and tolerance for others.

Resources

Resources are allocated appropriately to ensure additional needs are met and are redirected to others where necessary. Quality and impact of support, is scrutinised.	**Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of appropriate and supportive ICT resources.**
Resources are within easy reach of learners to promote independence. Learners have access to sensory items when needed to help support their learning. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate, taking into account and providing for those with differing needs. Adapted physical resources are used to promote independence wherever possible.	Concrete apparatus and adapted resources are available for those CYP who require it. ICT is used to support alternatives to written recording and to promote independent learning. Research evidence is used to ensure that we are using evidence informed practices.

Staff Skills and Training

All practitioners, including Teaching Assistants, make a positive contribution to learner progress.	**There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.**	**Staff collaborate and have effective links with other relevant outside agencies and specialists.**
Teaching assistants are allocated to year group teams, dependent on the level of need. This enables intervention strategies to be integrated into classroom practice and reduces pupil dependency on one adult. Class teams meet daily before school so the class teacher can ensure all adults have a clear understanding of their role and objectives. Class teachers ensure pupil targets are shared with the team. They work collaboratively to monitor and achieve these.	SEND frequently forms part of whole school CPD and Inset training. The whole school has received the AET 'Making Sense of Autism' training. New members of staff attend this at the earliest opportunity. Staff are encouraged to attend external trainings to improve their SEND knowledge in specific areas.	Staff make good use of the existing knowledge and skills in school to meet the needs of all learners. Year group teams work collaboratively to problem solve but will also draw on advice from the Autism specialist, Nurture Lead and SENCo. The school makes good use of available outside agency advice for individuals but also to improve whole school practice. They are currently offered annually: 2 Speech and Language Drop-ins (total 12 children)

The impact of additional adults on the learners is monitored carefully to ensure progress is supported. Grouping, seating arrangements and additional support are used to promote independent learning as far as possible. Strategies used in interventions are integrated into typical teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines.	Best practice is shared within the setting through training, peer observations and coaching. The SENCO attends regular cluster meetings. To share and learn from good practice in other settings. The school make good use of the Local Authorities CPD offer and ensures it always attends relevant briefings and trainings	3 Bristol Autism Team Drop-ins (6 pupils total) The school buys in 4 days of Educational Psychology time a year. The setting is aware of and regularly communicates with any other professionals who are involved with each learner. Advice received from other professionals is used to inform teaching and learning and can be seen in pupil planning documents. Where specific decisions to involve outside agencies in casework are made this will be in partnership with parent/carers.

Transition and Transfer

Support is in place for routine and life transitions when required.	Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.
Staff are aware that transitions are difficult for most our children and plan accordingly. As a whole school we: -use visual timetables to support pupil understanding -Use timers and warnings to prepare children -Minimise use of unfamiliar staff wherever possible -Allow time for adjustment before and after holidays -Give the children 3 opportunities to meet and spend extended time with their new class teacher. -Spend the first 2 weeks of the new academic year working on building relationships and a sense of belonging in their new class. Staff are aware that some children need additional support to this and plan accordingly. This may be additional emotional support at challenging times, transition books and social stories or providing space and time for a child to process.	School contacts all nurseries where there are pupils transferring to Hannah More Primary to ask whether there are any identified needs. The SENCo contacts any school where a pupil with identified needs is transferring to. In both cases, the settings work collaboratively to plan for these pupils and put in place any additional support that might be required.