

Support

- Classroom strategies - toolkits, concrete resources, adult support, differentiating work to correct level. EEF 'Five a Day' principle, Use of Widget
- **Communication and Interaction Support** – Colourful Semantics, Social Stories, Comic Strip Conversations, Speech & Language Therapy support, Communication friendly spaces, PACE approach, I CAN resources, EMTAS support, Translation technology, Language rich environment, Widget
- **Cognition and Learning Support** – Read Write Inc, Fresh Start, Precision Teaching, Pre-Teaching, Scaffolding, Meta-cognitive approaches, Working memory strategies, Graduated Response, Multi-sensory approaches, Access arrangements, SSENS support,
- **Sensory and Physical Support** – Fine Motor Skills, WriteToStart, Sensory Circuits, Busy boxes, Brain breaks, Following NHS health checks, FIZZY & SPARK programmes supported by Physiotherapy, Eurythmy techniques, Adaptable learning environments and resources, Diagnosis specific aids, Intimate care training,
- **Social, Emotional and Mental Health Support** – Woodlands '11 before 11', Promotion of well-being and emotional resilience, THRIVE and 'Five to Thrive', Relational & restorative practice, ELSA, PSHE, Circle times, SEMH social skills, Growth Mind-set, Social Skills, Drawing and Talking, Behaviour plans, Wiltshire Behaviour Support

What does inclusion mean to you?

Evie (Y6) 'Inclusion to me means that everyone gets equal chances to do or try something, no matter what'.

Leo (Y1) 'Inclusion means everyone gets a go and feels like they are part of it'.

SEND in a Nutshell



Woodlands Primary and Oak Tree Nursery

Spring / Summer 2024

Identification

	Woodlands %	Salisbury %	Wiltshire %	National %
SEN support	29%	15.4%	14.6%	13.6%
EHCP	6%	5%	4.8%	4.8%

Strengths

- Our inclusive vision encourages all children to dream and achieve – Growing Together 'Inspire to Aspire'.
- Adaptive environment – visuals, sensory approaches,
- THRIVE school, ELSA, Relate counsellor and Family Support Worker.
- Early Years SENCO (NASENCo) & Primary SENCO (NASENCo)
- Open door policy and we strongly believe in the need to work in positive partnerships with parents and carers.
- SEND pupils are quickly identified and supported.
- Learning walks and observations with a focus on children with SEND.
- Termly meetings with the SEND Governor.
- There is a dedicated session each half term on our staff meeting agenda with a focus on QFT/SEND.
- We track the impact of provisions/interventions using 'My Success Plans'
- Bespoke training delivered to class teachers and teaching assistants.
- We make use of the support of external agencies for training, observations and support –SSENS, Wiltshire Behaviour Support, Health Visitors, Wiltshire Educational Psychologists, Early Years Inclusion Advisors, Nursery Nurse, School Nurse, SEND Outreach workers,

Our Key Priorities

- Ensure teaching staff and teaching assistants are effectively using High Quality Inclusive Teaching in the classroom, including adaptations, differentiations and supportive interventions.
- Make effective use of high quality outside agency support and ensure that it is utilised effectively.
- Early identification to support all.
- Woodlands '11 before 11'