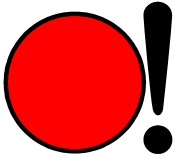
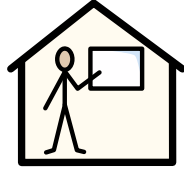


# The Gem Federation



Whole

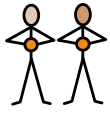


School



Provision

Map



Our



educational



provision

is

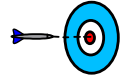


provided

on a



**universal,**



**targeted**



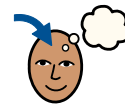
and **specialist** level.



Special educational needs and provision can be considered as falling

under **four broad areas:**

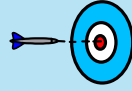
1. **Communication and Interaction** (Autistic Spectrum Disorder, Selective Mutism and Speech and Language Difficulties)
2. **Cognition and Learning** (Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia, DCD)
3. **Social, Emotional and Mental Health** (ADD, ADHD, Anxiety)
4. **Sensory, Medical and Physical** (Hearing Impairment, Visual Impairment, Sensory Processing Difficulties, Epilepsy)



# Cognition and learning



Universal



targeted



specialist



High quality teaching



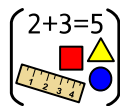
English intervention



SENDCO assessment



Learning resources



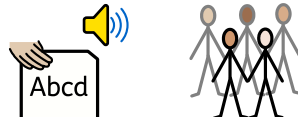
Maths intervention



Educational Psychologist



Differentiated learning



Phonics group



Individual education plan



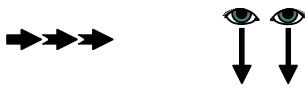
Ongoing assessment



Additional learning resources



Small class support



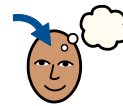
Ongoing monitoring



Online learning platforms



Nessy

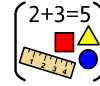


# Cognition and learning



## English Intervention

Children who require additional support with their reading and writing will participate in a group intervention within their year group. Targeted children also read with an adult daily.



## Maths Intervention

Children who require additional support with their maths will participate in a group intervention within their year group.



## Phonics Intervention

Children who require additional support with their phonics will participate in a group intervention within their year group.



## Small class support

Children who require additional support learn in a small group with our intervention teacher.



Nessy

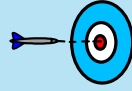
Children learn reading and spelling skills with Nessy Reading. Targeted children use this programme 3 x 15 minutes in school.



# Communication and Interaction



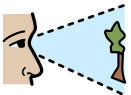
Universal



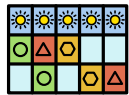
targeted



specialist



visual



timetables



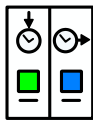
Speech bubbles



Speech and language



therapy



now and next board



Social



skills



group



Speech therapy



referral



Talk



partners



Attention



bucket



Language



groups



social stories

and



visuals



Talking tables/

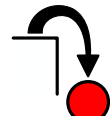
Little



listeners



Blast



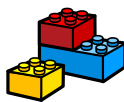
off



Language rich



classroom



Lego

therapy



Makaton

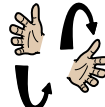


Communication boards



Sing

and



sign



# Communication and Interaction

## Speech Bubbles

Speech bubbles is a drama intervention supporting children's communication skills, confidence and well-being. This is for students in Years 1 and 2 who are referred by their class teacher.



Social/play skills groups consist of small groups of students engaging in structured play activities and discussion focusing on the development of positive play and social skills, led by a trained member of staff. These often run during playtimes or lunchtimes.

## Speech and Language Support

Students who need support in developing their speech, language and communication skills will participate in small group, paired or individual sessions with a trained HLTA in school. We use the Speech Link and Language Link assessment and intervention programme, as well as programmes devised with the Speech and Language Therapist.

## Speech and Language Therapy

A small group of students requiring a high level of speech and language support will be added to the speech and language therapy caseload. These students will be assessed and reviewed regularly, as well as doing direct work with the therapist.

## Sing and Sign

This is a fun and active group that teaches basic Makaton signs through song and dance! This intervention is targeted at our Early Years and lower KS1 students.

## Attention bucket

The purpose of Bucket time is to build children's attention, listening, eye contact and being able to sit for a short period of time.

## Lego therapy

Lego-based therapy is an evidence based approach that aims to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving. This is done through structured Lego building activities where students work in groups of three to build a model together.

## Blast off

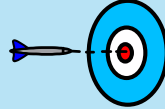
These sessions focus on language and communication (including Makaton signing and singing), social skills and sensory play.



# Social, emotional and mental health



Universal



targeted



specialist



PSHE



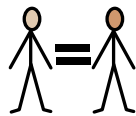
Zones of regulation



ELSA



P.E



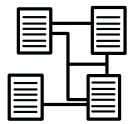
Peer mediators



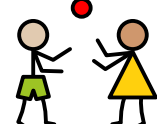
Psychotherapy



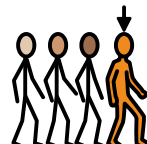
Behaviour



system



Play



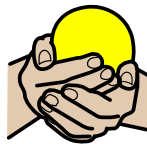
leaders



Individual education plan



Movement breaks



Nurture



groups



CAMHS



Mindfulness



Behaviour



support



contracts



# Social, emotional and mental health



## Zones of regulation

The Zones of Regulation intervention provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. There are 6 lessons in total, and students will take away different tools and strategies to support self-regulation in the classroom.

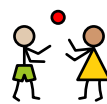


## Psychotherapy

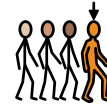
A small group of students may be referred to the psychotherapist to participate in individual or small group sessions. These can be short term blocks of sessions or long-term therapeutic work depending on the needs of the child. Psychotherapy is child directed and creates a safe space for children to explore their emotions and experiences through play.



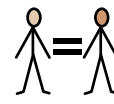
Emotional Literacy Support sessions facilitate students in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively. These sessions are usually done individually, and students work through various activities to support emotional literacy with a trained member of staff.



Play



leaders/

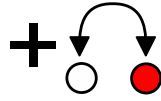


peer

mediators

Playground leaders support children in school get along with each other and make friends.

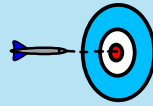




# Sensory and/or physical



Universal



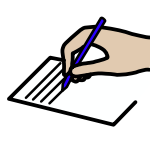
targeted



specialist



PSHE



write



dance



OT



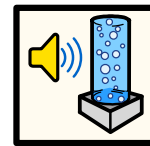
referral



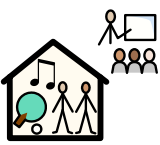
P.E



P.E



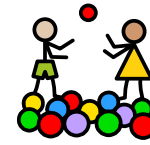
Sensory room



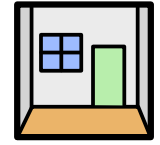
After school clubs



Cooking



Ball pit



room



Resources/



equipment



Sensory



circuit

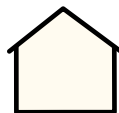


Specialist

resources



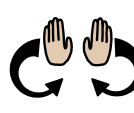
accessible



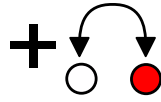
buildings



Story



massage



# Sensory and/or physical



Cooking

We run a weekly cooking session for students to support communication, instructional language and cooperative work through small group cooking activities. This group also benefits children who have restricted eating habits as they are exposed to many different foods.



SEND

PE



Sessions

We teach a PE session for students who may find their year group PE classes difficult to follow, too busy, or over stimulating. The small class size allows each student to have a greater level of adult support and more time to practice key sports skills.



Write



Dance

Write Dance is an approach to pre-writing skills that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.