

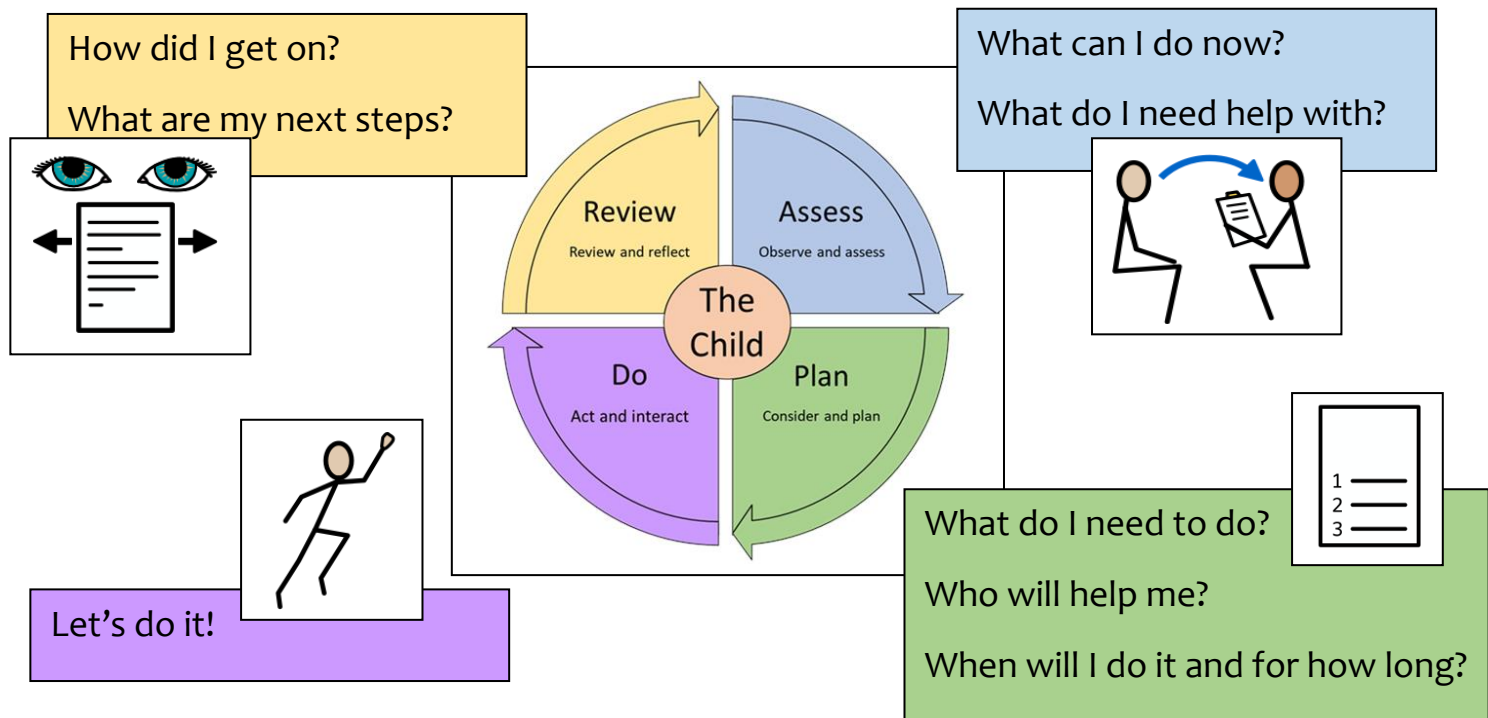


SEND Curriculum Statement

At Sherborne Abbey Primary School we believe in providing access to a broad and balanced curriculum based on the principles of inclusion.

We follow the **Graduated Approach of Assess, Plan, Do and Review (APDR)** cycle.

We discuss the APDR strategies with you at parents evenings to remove barriers to learning and support your child in school.



Graduated Approach Model

SEND Provision at Sherborne Abbey Primary School

Universal = Inclusive quality first teaching for all.

Good quality, inclusive teaching which considers the learning needs of all the children in the classroom. This includes adaptive teaching and creating an inclusive learning environment.

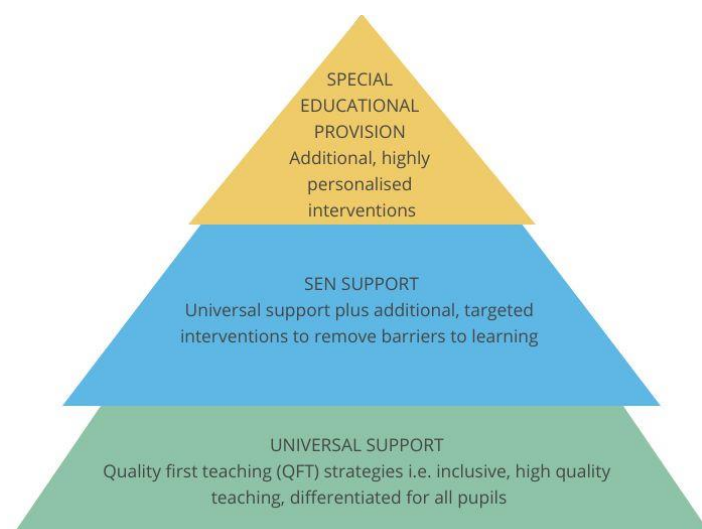
Targeted Support = Additional interventions to enable children to work at age-related expectations or above.

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).

Specialist 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 and/or 1:1/small group time provision.

Wave of intervention Model



COGNITION & LEARNING

 Universal (for all pupils)	 Targeted Support (some pupils)	 Specialist Provision (a few pupils)
High-quality teaching with clear steps and modelling	In-class TA support and guided group work	1:1 specialist literacy /phonics programmes
Tasks broken down and chunked	ELS / SNIPS / Sound Linkage phonic and phonological awareness interventions	Individual SALT programmes delivered as prescribed
Visual aids, sequencing cards, writing frames	Daily reading / 1:1 reading / partner reading	External agency support (EP, specialist teacher, behaviour support)

 Universal (for all pupils)	 Targeted Support (some pupils)	 Specialist Provision (a few pupils)
Multisensory learning (visual, auditory, kinaesthetic)	Reading Between the Lines / Derbyshire Inference intervention	Outreach support (TADDs)
Word banks, scaffolds, concrete resources	Maths interventions (Number Sense / First Class at Number)	Personalised resources and workstation (task boards, visual timetables, personalised materials)
Dyslexia friendly, calm, organised classrooms with minimal distractions	Dyslexia screening, overlays, memory games	Support for transitions and bespoke arrangements
Visual timetables used consistently	Handwriting /motor groups (Write from the Start / Speed Up)	Access arrangements for assessments
Daily phonics and reading opportunities	Pre-teaching and overlearning	SENCO coordination of specialist plans
Adaptive teaching for different needs	ICT support such as Nessy	Small group, high adult to child ratio
Clear instructions and time to think		Personalised / bespoke curriculum

COMMUNICATION & INTERACTION

 Universal	 Targeted Support	 Specialist Provision
Simplified language; instructions broken into steps	SALT-led small-group interventions	Individualised SALT programmes
Time to process and rehearse ideas	Lego Therapy	Makaton / PECS communication systems

 Universal	 Targeted Support	 Specialist Provision
Visual timetables, Now/Next boards	Attention Autism PEICD	Personalised planners / organisers
Modelled language and vocabulary practice	Social skills groups	Outreach referrals (TADDS)
Structured routines and advance notice of change	Social stories / comic strip conversations	Liaison with multiple professionals
Talk-rich lessons and oral rehearsal	Colourful Semantics	Home-school communication
Sentence stems and TA support to help share ideas	Transition support (lessons/play)	Personalised calm spaces and regulation tools
Gestures, signs and visuals	Zones of Regulation	Environmental adjustments for complex needs
Emotion coaching and check-ins	Use of scribe when generating ideas	

SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH)

 Universal	 Targeted Support	 Specialist Provision
Nurturing, relational school ethos ("This is the Day")	Parent Liaison Officer (PLO)	EP involvement and recommendations
Meet and Greet every morning at the class door	Therapy Dog	Specialist teacher / behaviour support
Positive behaviour systems (Dojo)	Drawing & Talking Therapy / Lego Therapy	Outreach referrals (Marchant Holliday, TADSS)
Whole-school PSHE (Jigsaw)	Nurture group	School Nursing team referrals
Calm, organised classrooms	ELSA 1:1 or group sessions	Play therapy – Hollyhocks Play Therapy

 Universal	 Targeted Support	 Specialist Provision
Emotional check-ins	Behaviour support plans / RAMPs	Alternative provision (Future Roots)
Outdoor learning to support wellbeing	Soft Start sessions	Nurture Class placement
Predictable routines and clear expectations	Movement breaks / sensory circuits	

SENSORY & PHYSICAL

 Universal	 Targeted Support	 Specialist Provision
Calm, clutter-free classrooms	Fine/gross motor groups	Sensory profiling / sensory diets
Sensory tools available (fidget toys, ear defenders)	Handwriting programmes (Write from the Start)	Specialist equipment (VI/HI support, mobility aids)
Extra processing time	Enlarged print and adjusted worksheets	OT, Physio, VI/HI specialist involvement
Clear seating for visibility and access	Touch typing practice / ICT access	Personal Evacuation Plans
Quiet spaces for regulation	Move to learn, Learn to Move (OT)	Staff training (moving/handling, physical needs)
Visual, auditory, kinaesthetic teaching	Sensory circuits / mindfulness	Adapted materials for VI (high contrast, large print)
Safe movement pathways	Movement breaks	SATS access arrangements
Positive language (“Walk, thank you”)	In-class sensory supports wobble cushions, chair bands.	Intimate care support plans