

Provision	INCLUSION/SEND Provision 2020 - 2021	Impact so far
Thrive	<p>Our Thrive provision will start for the whole school in February 2020.</p> <p>Thrive is essentially a therapeutic provision, which is tailored for each individual child. It is based on regular assessments of a child's emotional and social development. This is then tracked alongside their academic progress. Intensive training takes place for those who are carrying out the provision. Further information on the Thrive approach can be found at: https://www.thriveapproach.co.uk/approach/</p> <p>All children across the school are assessed for their emotional development stage, key targets and strategies are given to teachers based on these findings.</p>	
Learning Mentor	<p>Our Learning Mentor enables children to access their learning and develop socially and emotionally, through targeted individual and group support.</p>	<p><i>Children have been able to make progress academically and emotionally.</i></p>
Success for All	<p>Success for All (SFA) is a whole school English, behaviour, PSHCE and co-operative learning strategy that becomes the heart of provision within a school that adopts it. Whilst this provision isn't specific to just children with SEND needs, the impact and quality of provision for all children means that every child gets the provision, support and challenge that is necessary for them to become successful learners. Our SFA approach spans the whole school and further information and summary of the strategy can be found at: http://www.successforall.org.uk</p>	<p><i>-Progress in children's books show at least good progress.</i></p> <p><i>-Collaborative Learning has highlighted improvements in behaviour for learning in all subjects throughout the school.</i></p>
Speech, Language and Communication Targeting	<p>Support throughout the school is delivered in the classroom and in targeted groups by our Teaching Assistant who is ELKLAN trained. The DHT for Inclusion is responsible for co-ordinating with teachers, Teaching Assistants and</p>	<p><i>-All children are receiving their tailored programmes.</i></p> <p><i>-Each child has made good progress, with a number of children no longer on the caseload.</i></p>

	parent/carers to ensure that children who are on the Speech and Language Therapist's caseload receive targeted support based on their individual plan. Children are referred to the Speech and Language Therapy service in collaboration with parent/carers.	
Teaching Assistant Target groups and individual work	Children across the school and within each year group may access additional provision targeted and supported by a TA, within groups and in individual sessions. This differs from year group to year group, dependent on children's progress, attainment and gaps in learning. Some of the provision is provided as a catch-up for those children in need of further support and are mostly children on the SEND register. Clear guidance has been given on the running of these groups which are supervised by the teachers and DHT for Inclusion.	<p><i>-Each child has made good progress and benefits from the additional support.</i></p> <p><i>-TAs have high expectations of the children and encourage independence.</i></p>