

St Mary's Fields Primary School inclusion provision menu

'Additional to' and 'different from' the quality first teaching and curriculum differentiation that is available to all children.
This is our menu over the academic year; not all provision will be on offer at the same time.



Social, emotional, mental health and well being					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
1:1 sessions	All	Improve emotional wellbeing Confidence and self esteem	Low self esteem Low resilience	Depends on need 1 per week SENCo	Self-image profile
Therapeutic play	All	Identified by SEMH team	Identified by SEMH team	6 weeks SEMH team	SEMH team report
Social skills group	KS2	Improve emotional wellbeing Confidence and self esteem Improve social interaction	Low self esteem Low resilience	Depends on need 1 per week TA	Self-image profile
Curriculum enrichment groups	3 and 4	Improve emotional well being Confidence and self esteem	Pupil premium	Depends on need 1 per week TA	Self-image profile
Breakfast/nurture provision	All	Improve emotional well being Confidence and self esteem	Low self esteem Low resilience Poor emotional well being Low confidence Behavioural difficulties	Variable SENCo and TA	Self-image profile
Lego club	KS2	Improve emotional resilience and wellbeing Form friendships	Low self esteem Low resilience Poor emotional well being	1 per week 30 mins TA/HLTA/lunch	Self-image profile

		Interact with peers	Low confidence Behavioural difficulties	time supervisor	
CEIPS group (Children's early intervention psychology service)	6	Managing anxiety	Anxiety behaviours Low self esteem Poor emotional well being	1 60 minute session per week for 6 weeks	Pupil profiles and strengths and difficulties questionnaires completed at the start and at the end of the intervention

Coaching

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Academic coaching	6	Pupils to achieve age related expectations	Pupils working below age related expectations in reading, writing and maths	Weekly/School staff	Attainment and progress
Academic mentoring	6	Pupils to achieve age related expectations	Pupils working below age related expectations in reading, writing and maths	Weekly/school staff	Attainment and progress

EAL

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Early words	1 - 6	To learn to read (and spell) high frequency words	Pupils working below age related expectations	6 weeks 30 mins per week TA	Attainment and progress NASSEA
Tricky words	KS1	To learn to read (and spell) high frequency words from lists identified in letters and	Pupils working below age related expectations	6 – 8 week blocks 30 mins TA	Attainment and progress NASSEA

		sounds			
EAL language groups	All	To support our children who have English as an additional language and enable them to access the curriculum	EAL – NASSEA assessments	Variable TA	Attainment and progress NASSEA

Reading					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Phonics year 1 and 2 targeted support groups	1 and 2	To improve reading and spelling	Pupils who are at risk of not passing the phonic screen	4 times per week 6 weeks TA	Phonic screen
Phonics catch up groups	3-6	To improve reading and spelling	Pupils working below age related expectations , poor phonic knowledge	3 times per week 6 weeks TA/HLTA	Phonic screen
Sight words	1 - 6	To improve reading accuracy	Pupils working below age related expectations	3 times per week 6 weeks TA	Reading age, benchmark level
Early words	1 - 6	To improve reading accuracy	Pupils working below age related expectations	3 times per week 6 weeks TA	Reading age, benchmark level
BRWP	All	To improve reading accuracy and to engage in reading	Low reading age	3 times per week 6 weeks TA/HLTA	Reading age, benchmark level

BRWP light touch	All	To improve reading accuracy and to engage in reading	Low reading age	3 times per week 6 weeks TA	Reading age, benchmark level
Inference	KS2	To improve understanding and enjoyment. To build meaning behind words and texts	Pupils working below age related expectations	3 times per week 6 weeks TA	Reading age, benchmark level
Ready and reading	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour HLTA	Attainment and progress
Catch up reading	All	To improve reading accuracy and to engage in reading	Pupils working below age related expectations Dislike reading/disengaged	Variable	Attainment and progress

Writing

Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Year 6 targeted support writing group	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour Deputy Headteacher	Attainment and progress
Year 2 greater depth target group	2	Pupils to achieve level 2S	Pupils on track to make expected progress or more	3 times per week 1 hour Teacher	Attainment and progress
Ready and reading	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour HLTA	Attainment and progress

Spelling					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Targeted spelling groups	KS2	To improve spelling accuracy and learn strategies to support writing.	Spelling age below year group	1 session per week Class teacher and TA	Spelling test Spelling age
Tricky words	KS1	To improve spelling accuracy and learn strategies to support writing.	Spelling age below year group	1 session per week TA	Spelling test Spelling age
Motor skills					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
SAQ	All	Improve coordination through speed, agility and quickness activities	Identified by dyspraxia screening checklist	1 per week 6 weeks Sports coach	SAQ assessment sheet
Occupational therapy support	All	Improve motor skills	Variable	As identified by occupational therapist/physio	Occupational therapist/physio
Pen pals	KS1	Improve fine motor skills, pencil skills, finger strength and pincer grip	Poor fine motor skills	1 per week 6 weeks TA	Attainment and progress
Handwriting					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Handwriting skills	KS2	To form legible letters and words. To increase confidence in writing.	Difficulty with a particular aspect of handwriting – selected by class teachers	30 mins Once a week 6 weeks TA	Teacher assessment
Handwriting practice at break	KS2	To improve the overall standard of writing. To	Presentation needs improving – decided by	As and when decided by	Teacher assessment

times – presentation group		be responsible for their own work.	class teachers	class teachers	
Maths					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Sandwell maths	1 – 6	Pupils to achieve age related expectations	Pupils working below age related expectations	3 times per week 6 weeks TA	Maths assessments Teacher assessments Attainment and progress
Arithmetic	Year 6	Improve calculation skills	Insecure calculation skills	1 per week 6 weeks TA	Arithmetic test results
Maths target groups	KS2	Pupils to achieve age related expectations	Insecure calculation skills	1 per week 6 weeks TA	Maths assessments Teacher assessments Attainment and progress
Maths higher ability group	2	Pupils to achieve level 2S	Pupils on track to make expected progress or more	3 times per week 1 hour Teacher	Attainment and progress
Maths higher ability group	3	Pupils to achieve level 3S	Pupils on track to make expected progress or more	1 per week 1 hour Maths teacher from Fullhurst CC	Attainment and progress
Year 6 targeted support maths group	6	Pupils to achieve age related expectations	Pupils working below age related expectations	Daily 1 hour Deputy head	Attainment and progress

Speech and language					
Name	Year group	Aims	Pupil criteria	Duration/who	Assessment and monitoring tool
Colourful semantics	All	Set by speech and language therapist	As directed by speech and language therapist	SALT TA Follow therapy plan	Therapy plan and report
Language groups	All	Set by speech and language therapist	Decided by speech and language therapist	SALT TA Follow therapy plan	Therapy plan and report
1:1 speech and language work	All	Set by speech and language therapist	Decided by speech and language therapist	SALT TA Follow therapy plan	Therapy plan and report
Fun time	KS1	To develop talking and social skills, attention for listening	Pupils who have difficulty with social interaction	30 mins 2 times per week TA	Speech and language assessment
Talk boost	EYFS and year 1	To develop the 5 areas of language – attention and listening, vocabulary, building sentences, telling stories and conversation skills	Pupils who have difficulties with their language and communication – not EAL	3 40 minute sessions per week – 10 weeks	Talk boost assessment that measures language and communication skills at the start and the end of intervention