

Willow Bank School

Provision offer 2023-2024



The following pages detail the provision most regularly offered at Willow Bank School to provide a flavour of what is available. Please note, however, that these lists are not exhaustive. Provision is provided in accordance with individual and current cohort needs at any given time and as directed by Section F of pupil EHCPs.

Some provision will support more than one area of need therefore has been listed under it's primary focus.

Communication and Interaction

UNIVERSAL/WAVE 1 = Universal offer/QFT/In class support

WAVE 2 = Additional internal provision

WAVE 3 = Additional multi-agency support



WALE S

*SALT Referral

*Neurodevelopmental Pathway Referral

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*TESSA Referral / LASCS Support

MARS

*Use of colourful Semantics within English sessions
*SALT programme intervention sessions eg Blank levels
*Language Link intervention sessions
*Lego Therapy sessions

AL & WAY

*Differentiation of language, activities, and resources
*Use of ICT

*Use of visual resources, including timetables
*Restorative justice sessions

*Weekly Communication and Social Skills (CSS) sessions (KS2 and KS3)

*English Speaking and Listening sessions
*Clear expectations, including use of WAGOLLs, stepby-step visual instructions etc

*School council, sports leader and mentoring opportunities within school

*Team building activities, including Games, Outdoor Education, Forest School and Duke of Edinburgh Award *School trips

*Now and next boards
*Designated key worker
sessions including use of
social stories to aid
understanding
*Drama activity sessions

Cognition and Learning

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JAK?

Referral to Educational Psychologist

Referral for Dyslexia assessment

Referral to TESSA

MAKES

*Read Write Inc (Fresh Start) Literacy Intervention sessions

*Active Literacy Kit Intervention sessions

*Dynamo Maths intervention programme
*Typing club

*South Warwickshire Handwriting Programme

*Appropriately adapted/differentiated work/curriculum *Precision teaching *Supportive work resources eg writing frames,

*Termly subject assessments and reading/spelling assessments

*Multi-sensory resources and activities
*Use of ICT

*Daily opportunities for independent reading practice during form times and/or English sessions *Opportunities for pre and post learning *Extra-curricular/After-school learning opportunities eg homework tasks

*DEAR sessions

*Phonics sessions (KS2)

*Daily opportunities for independent spelling practice during form times and/or English sessions

*Small class sizes with high staff:pupil ratio

*Regular opportunities for over learning and recall

*Access to breadth of courses and qualifications appropriate to individual needs

*Broad and balanced curriculum

*Appropriate Access Arrangements and Reasonable adjustments (eg use of reading software, reading pens, readers, scribes, word processor, rest breaks, prompts and extra time as applicable)
*Daily opportunities for independent and/or guided numeracy practice (eg times tables) through form times and/or Maths sessions

JERSAL & WAVE I

Social, Emotional and Mental Health

UNIVERSAL/WAVE 1 = Universal offer/QFT/In class support

WAVE 2 = Additional internal provision

WAVE 3 = Additional multi-agency support



*Barnado's (BOSS)

*CYPMHS/CAMHS

*FCAMHs *YJS

*YPDATT

*School Nurse

*Safer Communities/Police involvement

*EWS

*Developmental Paediatrics Referral

*Draw and Talk therapy *Barnados Resilience sessions

*Designated key worker sessions

*Starving the Anger Gremlin *Starving the Anxiety Gremlin

*Heart Math

*Neurotronics Laxman sessions *CBT sessions

*Neurolinguistic Programming Techniques sessions

*Social stories and Scenarios sessions

*1:1 Mindfulness sessions

*Multiple Brain Integration

Techniques sessions *PHPs/Personalised risk

assessments

*Emotion coaching

Restorative thinking/justice sessions *Emotional Literacy Curriculum focusing upon the identification, communication and management of emotions including Personal and Social Development (PSD) sessions across all **Key Stages**

*Use of Social Stories and Comic Strip conversations

*Use of the incredible 5-point scale and/or Zones of Regulation

*1:1 Drop-in sessions with School's Senior Mental Health Lead and/or

keyworker

*Access to alternative learning spaces *Reasonable in-class

adjustments/Access Arrangements (eg Time out/Rest/Movement breaks etc) *Morning meet and greet/breakfast

provision *Use of in-house rewards (eg praise, golden time, reward trips)

*Weekly achievement assemblies and celebration events

*Robust safeguarding provision *Access to 'The Zone'

*Mental Health and Wellbeing events throughout the school year

*Post-16 career planning opportunities

*Graduated transitions *BOXALL profiling

*Personalised SMART IEP and/or behaviour report targets

*Access to parent/pupil support

*Team teach approach

*Parent/pupil voice opportunities including school council

*Regular home/school

communication *Mindfulness sessions

*Nurture group structure (KS2)

*Personalised re-engagement

plans

*Sporting activities (including Duke of Edinburgh Award)

Physical and Sensory



UNIVERSAL/WAVE 1 = Universal offer/QFT/In class support

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*SpLD Clinic Referral
*School Nurse Referral
*Developmental Paediatrician
Referral
*TESSA referral
*Occupational Therapy Referral

MARS

*INSYNC Programme

*Seedlings/Teenage Sensory Programme

*South Warwickshire Handwriting Programme

*Fine motor skills (South Warwickshire Hand Skills and Skills Hands

Programme)

*Typing Club

*Get Active sessions

*Use of sensory equipment in class (eg fidget equipment, ear defenders, chewellry, music etc)

*Alternative seating arrangements/workstations (eg use of wobble cushions, wobble stools, bean bags, standing desks, agreed seating plans etc)

*Quiet room within dining area/Alternative breakfast/lunchtime provisions
*Simplified uniform policy and reasonable adjustments with regards to
uniform

*St Helens music service sessions

*Provision of physical aids within class (eg writing slope, pencil grips etc)

*Access to Outdoor Play equipment

*Practical lessons including Science, Food Technology, PE, Art, Outdoor Education and Forest School *Regular sporting events

*Morning movement/Morning mile activities within form times

*Access to cube rooms/quiet work-spaces

*Breakfast and breaktime clubs

*Access to sensory room

*Sensory/Rest/Movement breaks within and between lessons
*Additional Access Arrangements (eg scribe, use of ICT)

*Swimming lessons (KS2)

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