

Provision ordinarily available for children without an EHC Plan

For children in the early years

The table below lists the support that the Coventry Local Authority expects to be available in early years settings (including childminders) for children without an EHC Plan.

	Wave 1	Wave 2	Wave 3
General Provision	<p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Students' individual progress is monitored through regular formative and summative assessment.</p> <p>Support is coordinated by the class teacher.</p> <p>There is regular communication between the home and school to discuss progress and support.</p>	<p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Students' individual progress is monitored through a pupil passport, individual education plan or SEND Support Plan.</p> <p>Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s).</p> <p>There is regular communication between the home and school to discuss progress and support. This happens at least three times per year.</p>	<p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Student's individual progress is monitored through a SEND Support Plan (or there will be plans in place to progress to one).</p> <p>Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s).</p> <p>There is regular communication between the home, school and external professionals to discuss progress and support. This happens at least three times per year.</p>
Provision to support Language and Communication Needs	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is introduced and explained as part of new learning.</p> <p>Spoken language is adapted to make sure all children can understand it.</p> <p>Different modes of communication are used in teaching (e.g. visual, auditory and kinaesthetic).</p>	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is pre-taught / provided on an individual or small group basis.</p> <p>Listening skills are actively developed through structured small group programmes of work.</p> <p>Visual aids are used in a planned and structured way to help students access work.</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> • Speech and Language Therapist; • Specialist Speech and Language Teacher; • Specialist Autism Teacher and/or • Educational Psychologist <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p>

	<p>There are opportunities to develop speaking and listening skills in a group context.</p>	<p>Language skills are actively developed through structured small group programmes of work.</p> <p>Adaptations are made to the timetable to allow students to access targeted support, where needed.</p>	<p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p>
<p>Provision to support Cognition and Learning Needs</p>	<p>Teaching and learning are planned based on regular assessment.</p> <p>Work is differentiated to meet the needs of different ability sets.</p> <p>Regular formative feedback is given to students through marking and verbally.</p> <p>A range of different teaching approaches and resources are used to ensure students can access learning.</p> <p>Minor adaptations are made to the teaching environment to cater for individual needs (e.g. a seating plan).</p> <p>Students are supported to understand new learning, and keep on task.</p>	<p>Learning is provided within small groups (of up to six students) in lessons where students experience difficulty.</p> <p>Students have access to key information in advance of whole-class lessons and have the opportunity to revisit and revise learning, either individually or as part of a small group.</p> <p>Adaptations are made to daily routine and environment to accommodate individual needs (e.g. movement breaks / visual timetable / prompts and instruction sheets.)</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> • Specialist Learning Teacher and/or • Educational Psychologist <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p>
<p>Provision to support social and emotional needs</p>	<p>A whole-school PSHE Curriculum supports the social and emotional development of all students.</p> <p>A whole-school behaviour policy is applied consistently throughout the school.</p>	<p>Students have access to group interventions to develop social and emotional skills and/or social inclusion (e.g. Circle of Friends)</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> • Mental Health Professional; • Medical professional (e.g. paediatrician); • Specialist Teacher and/or

	<p>There are a range of different ways for students to share worries and concerns with adults in the school.</p> <p>Praise, rewards and encouragement are used throughout the school.</p> <p>Supervised recreational activities are provided.</p> <p>Support to help students make positive transitions (e.g. from one phase/year to another).</p> <p>A range of social activities are available, with supervision and support as required.</p> <p>A comprehensive PSHE curriculum in in place to help develop social skills.</p>	<p>Students receive regular and planned support from a key person, such as a Learning Mentor or skilled teacher or teaching assistant.</p> <p>Students can access a safe area in school and/or time out.</p> <p>Adults use pre-agreed and appropriate strategies to prevent and de-escalate conflicts, as detailed in the school's behaviour policy.</p> <p>A range of social activities are available, with supervision and support as required.</p> <p>A comprehensive PSHE curriculum in in place to help develop social skills.</p> <p>Social skills are actively developed through structured small group programmes of work.</p>	<ul style="list-style-type: none"> • Educational Psychologist <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p>
<p>Provision to meet physical and sensory needs</p>	<p>A whole school physical education programme is used and differentiated to meet students' individual needs.</p> <p>There is a whole school accessibility plan.</p> <p>All adults have awareness of students' physical and sensory needs (e.g. hand preference or use of glasses).</p> <p>Minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/physical impairment.</p> <p>To manage medication in line with the following guidance:</p>	<p>Adaptations to timetabling and room allocation to support students with mobility needs.</p> <p>Adaptations to the physical environment to support children with sensory impairments (such as an appropriate seating plan, guided by individual need).</p> <p>Adaptations to teaching resources (such as the use of enlarged print).</p> <p>Arrangements to prepare students for a change to their usual routine (e.g. school trips).</p> <p>Support to develop the skills needed to access the curriculum (e.g. touch typing)</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> • Health / medical professional; • A Teacher of the Deaf or • A Teacher of the Visually Impaired <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p>

	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3	The use of technology and specialist equipment (such as sound field equipment) to support learning where needed.	
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