

SEND Provision at Christ Church (Brondesbury) CofE Primary School

We follow a graduated approach to SEND support. Strong classroom teaching comes first, followed by targeted and intensive support where needed. **We prioritise fewer, evidence-informed interventions over multiple low-intensity programmes.** This is because we are careful to ensure that additional interventions do not replace high-quality classroom teaching. Where pupils receive targeted support, it is time-limited, structured, and reviewed to ensure it complements, rather than substitutes for, core learning.

Tier 1: Universal Support (High-Quality Teaching for All)

Provision	Purpose	Frequency	Evidence Strength
Systematic phonics	Secure reading and spelling foundations	Daily	Strong
Explicit vocabulary teaching	Develop language and understanding	Embedded weekly	Strong
Reading comprehension strategy teaching	Improve understanding of texts	2 to 4 times weekly	Strong to Moderate
Morphology and structured spelling teaching	Improve word knowledge and spelling	Weekly embedded	Moderate to Strong
Clear routines and behaviour systems	Maximise learning time and regulation	Daily	Strong

Tier 2: Targeted Support (Additional to Classroom Teaching)

Provision	Purpose	Frequency	Evidence Strength
Phonics catch-up	Close decoding gaps	4 to 5 times weekly	Strong
Phonological awareness intervention	Improve blending and segmenting	3 to 5 times weekly	Strong
Structured small group or 1:1 tutoring	Address specific learning gaps	3 to 5 times weekly	Moderate to Strong
Precision teaching	Build reading fluency	Daily short sessions	Strong (single-case evidence)

Reading acceleration programmes	Increase reading progress	4 times weekly	Moderate
Vocabulary intervention groups	Strengthen academic language	3 times weekly	Strong
Language for Thinking (small group or 1:1)	Develop reasoning language, verbal mediation and expressive skills	2 to 3 times weekly	Moderate; structured language intervention research
Attention Autism	Develop shared attention and engagement	3 to 5 times weekly	Emerging / Limited but Promising
Sensory Circuits	Support readiness to learn	Daily short session	Limited to Emerging
ELSA Emotional Literacy Support	Develop emotional literacy and coping skills. This is a structured school-based support programme and is not therapeutic or clinical intervention.	Weekly	Emerging / Limited but Promising
Nessy Reading and Spelling (structured digital literacy practice)	Reinforce phonics, spelling and morphology	4 to 5 times weekly	Limited programme-specific evidence; strong alignment with phonics and morphology research

Tier 3: Intensive Support (Individualised)

Provision	Purpose	Frequency	Evidence Strength
Daily 1:1 structured literacy and maths support	Address significant literacy and maths gaps	Daily	Moderate to Strong
Individual behaviour plans	Improve focus and regulation	Daily monitoring	Strong
SEND Hub Differentiated Curriculum/Nurture Space	Provide a structured, adapted curriculum for pupils with significant cognition and learning, communication or regulation needs	Small group teaching led by qualified staff, aligned to whole-school curriculum but carefully scaffolded	Research indicates that small-group specialist teaching can be highly effective when it is structured, curriculum-

			aligned and delivered by trained staff.
Speech and Language Therapy (delivered under therapist guidance)	Target speech, expressive or receptive language needs	As specified in EHCP or by the SaLT	Strong for defined language outcomes

One-to-one TA support for individual pupils

We do not routinely assign a full-time 1:1 adult to each pupil, even pupils with EHCPs. Evidence suggests that pupils receiving high levels of unstructured adult support can make less academic progress than peers when support is not carefully designed. Instead, we deploy a small, skilled team of Higher Level Teaching Assistants (HLTAs) to deliver targeted support, usually through structured small group interventions.