

SEND Whole School Provision Map

Provision Map: Cognition and Learning		
General Learning Difficulties/SpLD (e.g. dyslexia, dyscalculia)		
UNIVERSAL (QFT) All pupils will have...	TARGETED Some pupils will have...	SPECIALIST A few children will have...
<ul style="list-style-type: none"> • Broad and balanced curriculum • Flexible grouping • Targeted questioning • Formative assessment • Termly summative assessment and pupil progress meetings • Gap filling • Use of working walls to aid recall • Practical resources to support learning • Vocab Ninja (Y1-6) • Visual aids e.g. letter formation strips, sound charts • Times Table Rock Star • Accelerated Reader (KS2) • Read Write Inc phonics programme (YR – Y2) • Homework Club (Y3-5) 	<ul style="list-style-type: none"> • Phonics intervention groups • Numeracy intervention groups • English intervention e.g. Fresh Start, Colourful Semantics • Reading intervention e.g. Reading Plus, Project X • Spelling intervention groups • Visual prompts and resources • Additional processing/thinking time • Targeted adult support in class • Daily reading to an adult • White Rose 1 minute maths programme • Phrase reading intervention 	<ul style="list-style-type: none"> • Differentiated/personalised curriculum • Individual interventions • Tinted paper/coloured overlays • Pre-teaching • Individual assessment arrangements e.g. extra time, use of scribe • Support from outside agencies including, Cognition and Learning Team, Ed Psych, SEND Inclusion Team • Task boards to break tasks down into more manageable pieces • Now/next/then board • Dynamo maths assessment tool

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Provision Map: Communication and Interaction SLCN e.g. speech sound disorder/delay, DLD and ASD		
UNIVERSAL (QFT) All pupils will have...	TARGETED Some pupils will have...	SPECIALIST A few children will have...
<ul style="list-style-type: none"> • Talk partners/group work • Morning meet and greet by all teachers • Teacher modelling • Clear class expectations • Structured routines • Teachers communicate appropriately to all pupils (differentiate as necessary) • Marking/feedback relevant to all pupils 	<ul style="list-style-type: none"> • Visual timetables/prompts • Organisational reminders • 1-page profile (if required) • Nurture/Social small group • Talking Boost (EYFS) • NELI Early Language Intervention (EYFS) 	<ul style="list-style-type: none"> • Mable Speech Therapy 1:1 sessions • Pre-teaching – vocabulary and concepts • Social stories/Comic strip conversations • Support from outside agencies including SALT, ASC team, SEND Inclusion Team • Programme of support planned by outside agency (delivered by school staff) • Now, Next (Then) board • PECs

SEND Whole School Provision Map

Provision Map: Social, Emotional and Mental Health
Anxiety, depression, attachment disorder and ADHD/ADD

UNIVERSAL (QFT) All pupils will have...	TARGETED Some pupils will have...	SPECIALIST A few children will have...
<ul style="list-style-type: none"> • Consistent approach by adults • Staff trained in safeguarding. • Pre-registration soft start to the day (8:50--9am) • Reward Systems in place in each class e.g. golden ticket, marble jar, raffle ticket • Reward assemblies weekly • Personalised PSHE curriculum • PSHE teaching depending on cohort where needed. • Consistent behaviour systems built on reward and respect • No Outsiders ethos/programme adopted throughout school • Whole school and key stage assemblies that address key issues • Access to after school and breakfast clubs • Performing Arts Club (Y4-6) • Brain/Movement breaks (e.g. Go Noodle) 	<ul style="list-style-type: none"> • Visual timetables • 1-page profile (if required) • Zones of Regulation • Allocated seats • Lego Therapy • Relax Kids • Fiddle toys • Small group interventions around emotions, resilience, self-esteem with Tracy • Education Enterprise Legacy Enrichment (self-esteem) • School PE Council 	<ul style="list-style-type: none"> • Social stories/Comic strip conversations • 1:1 Zones of Regulation work • Risk assessment • Key adult • Reduced timetable (short term) • External support including; school nurse, CAMHS, EWEL team, resilience nurse, County Inclusion Team • Sensory resources • Access to a calm/busy tray & activities • Access to nurture provision (afternoons) • Now, Next (Then) board • Targeted resources that support e.g. anxiety • Increased transition • Daily communication with parents

SEND Whole School Provision Map

Provision Map: Sensory and Physical Needs Visual impairments, hearing impairments, physical disabilities, sensory disorders, dyspraxia		
UNIVERSAL (QFT) All pupils will have...	TARGETED Some pupils will have...	SPECIALIST A few children will have...
<ul style="list-style-type: none"> • Regular handwriting lessons • Regular fine motor activities (EYFS & Y1) • Squiggle (EYFS & Y1) • Dough Disco (EYFS & Y1) • Broad PE Curriculum • Pencils, pens and scissors tailored to their needs • Opportunities for outside learning • Accessibility plan • Active Blasts (Physical activity) • MTL Coaching afterschool club (Y1-6) 	<ul style="list-style-type: none"> • Additional support during PE lessons • Fiddle toys • Motor Programme intervention with Matty • Ear defenders • 1-page profile (if required) • Support with preparation of resources (<i>e.g. pre-cutting, getting resources ready etc</i>) 	<ul style="list-style-type: none"> • Sensory equipment e.g. weighted lap pad/jacket, wobble cushion • Programme of support planned by outside agencies (e.g. OT, Physiotherapy) delivered by school staff • Specialist equipment • Sensory/movement breaks e.g. sensory circuits • Risk assessment • Support from outside agencies e.g. teacher of deaf • Radio aid • Alternative provision at dinner times • 1:1 support for PE/outside provision • Hearing aids/radio aid • Intimate care plan