

Whole School Provision Map - SEND Offer

Quality First Teaching	Stage 1 Monitoring	Stage 2 SEND Support	Stage 3 EHCP
COMMUNICATION AND INTERACTION			
• Social Skills • Visual timetables • Now / Next language • Pre-teaching / over-teaching vocabulary • Structured school and class routines • Scaffolded planning/resources • Increased visual aids and use of widget symbols to support whole class resources • Clear, unambiguous language • Drama and role play activities as part of lessons • Key vocabulary taught in lessons • Additional use of ICT to support the curriculum • Facing child when giving chunked instructions • Mind mapping new concepts • Repeating questions back to pupils • Thinking time • Step-by-step instructions written down • Resources to scaffold thinking: sentence starters, writing frames, etc.	• Use of widget symbols to support Slide Decks and worksheets • Now / Next board • Social Stories / Comic strip • Clear, unambiguous language • Repeating questions back • Giving chunked Instructions	• Individual Learning Plans • Specific Interventions: ◦ Intensive Interaction ◦ Bucket time ◦ Pre-teaching / Post-teaching concepts ◦ Clicker ◦ Music Interaction • Lesson resources shared with TA in advance to adapt the lesson to specific individual needs • Now / Next board • Social Stories / Comic strip • Use of widget symbols to support Slide Decks and worksheets • Training for Teachers and TAs in specific interventions • ASD Team ◦ Assessment of pupils ◦ Direct work with pupils, school staff and parents ◦ Delivering specific training ◦ In class observations ◦ Written reports and bespoke planning suggestions	• Individual Learning Plans • Bespoke Curriculum • PECS • Aided Language Stimulation Boards • ASD Team ◦ Assessment of pupils ◦ Direct work with pupils, school staff and parents ◦ Delivering specific training ◦ In class observations ◦ Written reports and bespoke planning suggestions • Specific Interventions: ◦ Intensive Interaction ◦ Bucket time ◦ Pre-teaching / Post-teaching concepts ◦ Clicker ◦ Music Interaction
COGNITION AND LEARNING			
• Small group Phonics • 1:1 reading with an adult • Phonics groups • Illustrated dictionary	• Technology to support recording and learning • Widget symbols • Specialist assessments	• Individual Learning Plans • Educational Psychologist ◦ Assessment of pupils	• Individual Learning Plans • Bespoke Curriculum • Specialist Advisory Service ◦ Assessment of pupils

• Task checklist • Speed sound charts available • Alphabet/number strip available • Key word mats available • Effective use of resources (Numicom, dienes) etc • Use of brain breaks/movement breaks • Pre-teaching of language • Resources to scaffold thinking: mind map opportunities, sentence starters, writing frames, etc. • Strategic seating plans • Repeating and chunking instructions • Providing thinking time • Regular assessment and tracking of pupil progress • Use of a range of resources to support (concrete objects, images, sequencing, etc.) • Use of different and varying learning styles • Stimulating and supportive learning environment • Dyslexic friendly strategies to support learning (e.g. easier to access font) • High quality modelling and use of good examples to aid memory and support expectations • Literacy is planned around the use of high, quality texts to develop a real love of reading • High quality 'on the spot feedback' and corrective teaching to ensure all children make progress	○ Dyslexia screener • Cloze procedures used to support memory • Task boards • Concrete resources • Use of brain breaks/movement breaks	○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • Learning Support Team ○ Assessment of pupils ○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • 1:1 or small group delivery of personalised planning • Explicit teaching of keyboard skills – touch typing • Additional transition • Training for Teachers and TAs in specific interventions	○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • PECS • Use of multi-sensory activities and resources •
SOCIAL, EMOTIONAL AND MENTAL HEALTH			
• Emotion Coaching • Sensory / movement breaks used in classroom	• Sensory / movement breaks outside of classroom • OPAL • Sensory supports provided: ○ Ear defenders	• Individual Learning Plans • Planned break / lunchtime arrangements • Educational Psychologist ○ Assessment of pupils	• Individual Learning Plans • Planned break / lunchtime arrangements • Bespoke Curriculum • Co-regulation strategies

• Consistent application of behaviour policy: routines, sanctions, rewards, etc. • Use of Dojos • Strategic seating plans • PSHE curriculum taught in class, with class teacher • Attendance monitored by school • Phone calls home / parent meetings • Restorative conversations • OPAL	◦ Wobble cushions ◦ Thera bands ◦ Fiddle toys • 5 point-scale • Specific interventions: ◦ Zones of Regulation ◦ ELSA • Sensory supports / fiddle toys available • Gardening Club	◦ Direct work with pupils, school staff and parents ◦ Delivering specific training ◦ In class observations ◦ Written reports and bespoke planning suggestions • Behaviour Support Team ◦ Assessment of pupils ◦ Direct work with pupils, school staff and parents ◦ Delivering specific training ◦ In class observations ◦ Written reports and bespoke planning suggestions • Personalised or reduced timetable • Personalised reward chart • Additional transition • Specific interventions: ◦ Zones of Regulation ◦ ELSA ◦ Play therapy • OPAL • Gardening Club	• Educational Psychologist ◦ Assessment of pupils ◦ Direct work with pupils, school staff and parents ◦ Delivering specific training ◦ In class observations ◦ Written reports and bespoke planning suggestions • Behaviour Support Team ◦ Assessment of pupils ◦ Direct work with pupils, school staff and parents ◦ Delivering specific training ◦ In class observations ◦ Written reports and bespoke planning suggestions • Specific interventions: ◦ Zones of Regulation ◦ ELSA ◦ Play therapy ◦ Referral to CAMHS
SENSORY AND PHYSICAL			
• Sensory breaks used in classroom • Handwriting sessions • Presentation expectations • PE to incorporate gross and fine motor skills practice in curriculum • Natural light where possible • Strategic seating plans • Disabled access • Tidy, quiet classrooms that allow ease of movement • Visual, auditory and kinaesthetic methods of learning	• Specific Interventions: ◦ Dough Disco • Additional handwriting practice • Adaptations made to the environment • Accessibility plan written and displayed on school website • Pencil grips available • Sensory supports / fiddle toys available	• Individual Learning Plans • Educational Team for Hearing and Vision ◦ Assessment of pupils ◦ Direct work with pupils and school staff ◦ Delivering specific training ◦ In class observations ◦ Written reports and advice ◦ Support with resourcing • Hearing aid support • Occupational Therapy and /or Physiotherapy ◦ Assessment of pupils ◦ Direct work with pupils and school staff	• Educational Team for Hearing and Vision ◦ Assessment of pupils ◦ Direct work with pupils and school staff ◦ Delivering specific training ◦ In class observations ◦ Written reports and advice ◦ Support with resourcing • Hearing aid support • Occupational Therapy and /or Physiotherapy

• Real life sensory experiences built into planning and the curriculum		○ In class observations ○ Written care plans and OT programmes to be delivered by school staff ○ Delivering specific training • Educational Psychologist ○ Assessment of pupils ○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • Behaviour Support Team ○ Assessment of pupils ○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • Health Care Plan • Intimate Care Place • Risk Assessments • Specialised equipment • Specific Interventions: ○ Dough Disco ○ Sensory Circuits • Sensory supports provided ○ Ear defenders ○ Wobble cushions ○ Thera bands ○ Fiddle toys • Adaptations to work ○ Change of font size / paper size ○ Coloured paper • Coloured overlays • Writing equipment provided ○ Pencil grips ○ Alternative pencils ○ Writing slope	○ Assessment of pupils ○ Direct work with pupils and school staff ○ In class observations ○ Written care plans and OT programmes to be delivered by school staff ○ Delivering specific training • Educational Psychologist ○ Assessment of pupils ○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • Behaviour Support Team ○ Assessment of pupils ○ Direct work with pupils, school staff and parents ○ Delivering specific training ○ In class observations ○ Written reports and bespoke planning suggestions • Health Care Plan • Intimate Care Place • Risk Assessments • Specialised equipment
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