

SEN (Special Educational Needs) - Whole School Provision

Map

The information in this provision map outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs of an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

Universal Approach

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice.

SEN Support

If your child requires support in addition to the Universal Approach they may receive the support listed below.

1.Cognition and Learning

Universal Approach

- High expectations of children and appropriate challenge for all.
- Clear learning objectives and differentiated outcomes, clear instructions.
- Clear feedback and next steps in their learning - children involved in the process and given time to respond.
- Behaviour for Learning at the heart of lessons/school ethos.
- Learning walls to support key learning points.
- Time to talk things through with a Talk Partner before feeding back to class.
- Access ICT in particular iPads to help reduce barriers to learning.
- Writing frames or alternatives to written recording when writing is not the primary objective.
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals.
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place.
- Personalised and differentiated teaching, including questioning.
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions.
- Differentiated curriculum planning, activities, delivery and outcome.
- Visual timetables.
- Illustrated dictionaries.
- Use of writing frames.
- TA in class support.
- Structured school and class routines

SEN Support

- 1:1 reading
- Phonics (group and 1:1)
- Writing intervention

- Maths Catch up Groups
- Additional Maths Support (1:1, 1:2, or small group)
- Support for word building and high frequency word recognition.
- In class support from TA.
- Spelling practice groups.
- Additional individual reading.
- Memory skills training.

2. Communication and Interaction

Universal Approach

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids/modelling etc.
- Visual timetables
- Use of symbols
- Structured school and class routines

SEN support

- In class support with focus on supporting speech and language
- ICT support
- Speech and language support 1:1 speech therapist and/or TA delivering speech therapist devised support programme
- Visual organiser
- Time to Talk
- Socially Speaking
- Social Stories
- Lego Therapy

3.Social, Emotional and Mental Health Difficulties

Universal Approach

- Whole school positive behaviour policy using 'Sunshine and cloud' system.
- Circle Time
- Golden box tickets, star award, Headteachers award, stickers etc
- Weekly Awards Assembly

SEN Support

- Small group Circle Time
- Social Skills group
- Individual reward system
- Home - school record (daily)
- Peer mentoring (as appropriate)
- Nurture intervention with Sheree Sawyer

4.Sensory and/or Physical Needs

Universal Approach

- Flexible teaching arrangements.
- Staff aware of implications of physical impairment.
- Writing slopes.

- Pencil grips.

SEN Support

- Fine Motor Skills group.
- Gross Motor Skills group.
- Additional handwriting practice.
- Individual support in class during PE and lunch time.
- Reasonable adjustments to environment to support access.