

**Provision map by SEND category across the school**

Area of need	In class provision, where appropriate	Catch-up/ Intervention work	Additional SEND Support
<p><b>Cognition and Learning</b></p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Visual timetables</li> <li>• Task planners</li> <li>• Success criteria checklists</li> <li>• Use of writing frames</li> <li>• Access to phoneme/spelling mats and key vocabulary</li> <li>• Dictionaries, including ACE dictionaries</li> <li>• Access to ICT</li> <li>• In class support from TA</li> <li>• Focused group work with CT</li> <li>• Use of visual aids/modelling</li> <li>• Use of concrete resources and manipulatives to support mathematical work</li> <li>• Time given for processing</li> <li>• Repetition and reinforcement of skills including worked examples</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics programme booster groups – using ‘Twinkl Phonics’</li> <li>• Maths booster groups – precision teaching approach for learning key facts, such as number bonds to 10</li> <li>• Additional support from TA</li> <li>• 1:1 reading support</li> <li>• Reading buddies</li> <li>• Individual reading / spelling with TA/CT or reading volunteer</li> <li>• Access to specific KS2 texts, e.g. Barrington Stoke books – dyslexia friendly books</li> <li>• VIPERS – reading comprehension work to focus on inference/deduction skills</li> <li>• ICT programmes – touch-typing, WordBlaze,</li> <li>• Precision teaching – for high frequency words, year group spelling lists, recall for key mathematical facts, e.g. number bonds to 10</li> <li>• Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personalised Learning Plan</b></li> <li>• Daily reading support with an adult</li> <li>• Precision teaching – for high frequency words, year group spelling lists, recall for key mathematical facts, e.g. number bonds to 10</li> <li>• Focused adult support/teaching/resources as directed by outside agencies: Educational Psychology, SALT, Specialist Teaching Service, SEND Early Years Service, Specialist Autism Support</li> <li>• Personal ICT programmes – use of reading &amp; dictation tools</li> <li>• Access arrangements for assessments</li> </ul>

		<ul style="list-style-type: none"> <li>• Access arrangements for assessments</li> </ul>	
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Curriculum planning, delivery, e.g. simplified language and questioning</li> <li>• Speaking and Listening activities</li> <li>• Talk partners</li> <li>• Increased visual aids (Communication InPrint)</li> <li>• Visual timetables</li> <li>• Task planners</li> <li>• Access to key vocabulary</li> <li>• Labelling of resources and aspects of the classroom environment</li> <li>• Structured school and class routines (e.g. Whole body listening)</li> <li>• Prompt cards for group roles and conversation skills</li> <li>• Emotional literacy lessons</li> <li>• Training for all staff to understanding challenging behaviour</li> <li>• Structured play opportunities at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• SALT support for pre-referral work and interventions within the EYFS setting</li> <li>• Pre-teaching for new curricular vocabulary</li> <li>• Lego therapy</li> <li>• Learning mentor support – focus on following instructions, turn-taking and working as the member of a team in shared activities</li> <li>• Individual visual timetables, checklists and task planners</li> <li>• Social stories</li> <li>• Structured/adult supported play opportunities at lunchtimes</li> <li>• Additional support from TA</li> <li>• ‘Zones of Regulation’ work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personalised Learning Plan</b></li> <li>• Speech and Language support from SALT followed up in school through programmes and targets</li> <li>• Makaton and Communication boards (as indicated with EHCPs)</li> <li>• Focused adult support/teaching/resources as directed by outside agencies: Educational Psychology, SALT, Specialist Teaching Service, Vision support team, Hearing Impairment team, SEND Early Years Service, Specialist Autism Support</li> <li>• Lego therapy</li> <li>• Social stories</li> <li>• Structured/adult supported play opportunities at lunchtimes</li> <li>• Learning mentor support – focus on following instructions, turn-taking and working as the member of a team in shared activities</li> </ul>

<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• PSHE Curriculum</li> <li>• Assemblies related to the school values, mental health and well-being</li> <li>• Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments)</li> <li>• Flexible and creative use of rewards and consequences e.g. House Reward system</li> <li>• Restorative approach to behaviour management</li> <li>• Consideration and adaptation to seating requirements in lessons</li> <li>• New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour</li> <li>• Differentiated and additional learning activities to engage</li> <li>• Protective Behaviours work</li> </ul>	<ul style="list-style-type: none"> <li>• 'Zones of Regulation' work</li> <li>• Buddy systems</li> <li>• Structured play activities</li> <li>• Learning mentor support – focus on following instructions, turn-taking and working as the member of a team in shared activities</li> <li>• Social stories</li> <li>• Additional support from TA</li> <li>• Access to designated quiet/low arousal spaces</li> <li>• Home communication/Success books</li> <li>• CPOMs to record incidences and look for patterns and triggers for episodes of dysregulated behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personalised Learning Plan</b></li> <li>• 'Time to Talk' – talking therapy</li> <li>• 'Zones of Regulation' work</li> <li>• Social stories</li> <li>• Structured/adult-supported play activities</li> <li>• Access to designated quiet/low arousal spaces</li> <li>• Alternative routines at the start &amp; end of the school day to support transitions</li> <li>• Learning mentor support – focus on following instructions, turn-taking and working as the member of a team i</li> <li>• Focused adult support/teaching/resources as directed by outside agencies: Educational Psychology, SALT, Specialist Teaching Service, Specialist Autism Support</li> </ul>
<b>Physical and/or Sensory</b>	<ul style="list-style-type: none"> <li>• Reduce background noise to improve acoustic environment</li> <li>• Visual timetables</li> <li>• Subtitles on audio visual material</li> <li>• Modified resources e.g. simplified text/language</li> </ul>	<ul style="list-style-type: none"> <li>• Online resources from NHS Occupational Therapy Service <ul style="list-style-type: none"> <li>- EYFS checklist for gross &amp; fine motor skills</li> <li>- Wave 1 online resources</li> </ul> </li> <li>• Sensory diet/circuit sessions in the morning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personalised Learning Plan</b></li> <li>• Alternative, designated low arousal spaces</li> <li>• Alternative routines at the start &amp; end of school day to support transitions</li> </ul>

	<ul style="list-style-type: none"> <li>• Systems in place to support individuals with mobility needs for fire alarms</li> <li>• Modified resources (e.g. large print)</li> <li>• Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board</li> <li>• Preferential seating and position of teacher <ul style="list-style-type: none"> <li>- Uncluttered and well organised learning environment with good lighting</li> </ul> </li> <li>• Assessment access arrangements e.g. practical assistance, additional time, modified &amp; enlarged papers, scribe, modified language papers, quiet environment</li> <li>• Movement breaks, pre-writing warm-up activities</li> <li>• Access to ICT as &amp; when required</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills groups – including revision of letter formation &amp; handwriting joins</li> <li>• Access to sensory supports, e.g. wobble cushions, pencil grips, pencil top chews, therapy putty, headphones</li> <li>• Additional support from TA</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training re. manual handling for children with significant mobility/physical needs</li> <li>• Occupational Therapy programmes, as directed by therapists</li> <li>• Physiotherapy programmes as directed by therapist</li> <li>• Access to equipment to support specific physical disabilities, e.g. visualisers to enlarge texts for children with vision impairment</li> <li>• OT &amp; Physio directed adaptations to P.E curriculum for specific physical disabilities</li> <li>• Focused adult support/teaching/resources as directed by outside agencies: Educational Psychology, Specialist Teaching Service, SEND Early Years Service, Vision impairment team, Hearing impairment team, Specialist Autism Support</li> </ul>
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