



Combe St Nicholas C of E VA Primary School

SEND Provision Map

	<u>Universal</u> All children receive high quality teaching	<u>SEN Support</u> Some children Additional targeted support	<u>High Needs</u> A few children Support for complex and long-term difficulties
		• Individual Education Plan (IEP) discussed with parents • Pastoral Support Plan (PSP) discussed with parents • Differentiated planning and resources • Additional planning for transitions • Early Help Assessment	• IEP/PSP discussed with parents • Multi-professional assessment • Differentiated planning and resources • SEND Support Review • Additional detailed planning for transitions • Early Help Assessment
Cognition & Learning	• Quality First differentiated planning and teaching • Talk for Writing literacy sessions • Daily Phonics • Guided Reading/Spelling • Maths No Problem • Daily class based small guided group led sessions – Numeracy (as appropriate) • Class based small group guided writing support sessions • A range of teaching approaches used to support all learning styles • Effective marking and feedback with specific and clear next steps/targets • Thinking/talking Partners • Collaborative Learning • Seating Position • Spelling and handwriting sessions • Use of technology: Interactive Whiteboards, i-pads, computers, • A wide range of learning aids For example: Literacy: Story Maps, word mats, phonic mats, prompt sheets, dictionaries, working wall Maths: numicon, number beads, number lines, 100 squares, working wall	• Additional Small group guided sessions focusing on needs led provision • Small group booster sessions for literacy and maths using a range of materials • Additional phonics - group or 1:1 • Small group handwriting sessions • Individual Reading Practice • Precision Teaching Programme • Individual/small group EAL support, advised by EMAS Range of resources used including Racing to English • Pre-teach/over teach vocabulary (teaching assistant supported) • Guided Reading Comprehension Group • Coloured Overlays • Auditory and Visual Memory Games • Support for working memory	• Additional Small group/individual guided sessions focusing on needs-led provision that are delivered with increasing regularity • Some specific individual literacy provision in line with severity and complexity of need e.g. ILLI • Some specific individual numeracy provision in line with severity and complexity of need • Supported and adapted recording methods • Symbols to support an individual • Guidance provided by Learning Support Service • Guidance provided by Ed Psych

Communication & Interaction	• Drama & role play activities as part of lessons and • Assemblies, singing, music lessons, school performances • ICT resources and programs to aid and support recording • Visual Timetable • Talk For Writing • Visual Prompts • Writing Frames/Recording Frames • Forest School • Clear, unambiguous language • Chunked Instructions • Whole staff awareness	• Individual/small group visual timetable • Pre-teach/over teach vocabulary (teaching assistant supported) • Speech and Language Group • Speech sound work • Black Sheep Press resources • ELKAN – TALC assessments • Social use of language • Sequencing Activities • Guidance provided by Speech and Language Therapist • Guidance provided by Autism and Communication Team	• Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individualised programmes & resources for communication based on SALT advice, increased in duration and frequency • Individual visual timetable • Individual work station • Safe place for calming activities • Individual support for Social Stories • Individual social interaction & communication support • Symbols to support an individual • Guidance provided by Speech and Language Therapist • Guidance provided by ASC Team
Social, mental and emotional health	• Positive whole school ethos • Assemblies • PSHE & Citizenship Curriculum • Whole School Behaviour for Learning policy • House system • Class reward systems • Playground Leaders (lunchtime) • Range of extra-curricular clubs (lunchtime and after school) • In Year transition Process • Forest School	• Behaviour Management Plans • Targeted support through unstructured sessions eg. breaktime & lunchtime • Talkabout social communication programme • Talkabout self-esteem & self-awareness • Emotional Literacy Programme • Talk and Draw Programme • Anxiety Gremlin • ELSA sessions	• Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity e.g. ELSA • Pastoral Support Plans • Facilitated games & activities through unstructured periods such as playtimes • Thrive Assessment indicates next steps and activities • Talkabout social communication programme • Talkabout self-esteem & self-awareness • Safe Place and Calm Box • Individual Transition Plan • Guidance provided by Ed Psych
Sensory & Physical	• Handwriting Exercises • Letter formation based on RWI • Pencil grips • Writing slope • Stress ball • Sensory cushion • Position in class • Facing child when giving chunked instructions • Learn 2 Move, Move 2 Learn • Sensory Checklist – staff awareness sensory issues	• Targeted small group to develop letter formation • Targeted small group to develop co-ordination and movement • Touch typing programme • Learn 2 Move, Move 2 Learn co-ordination activities • Tracking and visual perception activities (Vision) • Adaptations to environment – sensory issues – vision and hearing • Theraputty	• Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individual Physiotherapy programme • Individual Occupational Therapy programme • Individual programmes/strategies to aid sight and hearing impaired • Environmental audit – vision/hearing • Specialised equipment provided by PIMS team • Guidance provided by Occupational Therapist/Physiotherapist • Guidance from Physical and Medical Support Services • Guidance from Hearing/Vision Impairment Service