

Provision Map for Hoo St Werburgh Primary by SEND Category 2018-19

Area of Need	All pupils, where appropriate	Removing Barriers	SEN Support/ENCP
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language, chunking • Differentiated questioning • Effective feedback • instructions, processing time • Scaffolding of learning/encouraging independence • Use of 'Learning Partners / Talk Partners' to promote peer tutoring and learning. • Visual timetables • Structured school and class routines. • Use of symbols / visual prompts • Now and next boards • Task boards • Use of talking tins and laptops • Circle Time/PSHE in classes 	<ul style="list-style-type: none"> • Speech and Language Assistant to deliver support programmes • Social skills intervention groups • Play Therapy groups • Nurture Groups • Lego Therapy • Sanctuary • Morning Milk Shake Club 	<ul style="list-style-type: none"> • Targeted Provision Plan • 1:1 speech and language programme • Access to Speech and Language Therapist • Use of PECS • Individual workstations • 1:1 adult support • Flexible timetable • Sensory equipment • Visual prompt cards • Social stories • Autism training for staff • Communication Aids • Referrals to NELFT • PIPs Intervention • Touch Typing Club • Additional support for trips and transitions
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum 	<ul style="list-style-type: none"> • Phonic Intervention groups 	<ul style="list-style-type: none"> • Targeted Provision Plan

	<p>planning, activities, delivery and outcome</p> <ul style="list-style-type: none"> • Differentiated questioning • Effective feedback • instructions, processing time • Scaffolding of learning/encouraging independence • Visual aids • Visual timetables. • Writing frames • Word banks • Maths manipulatives • Scaffolding – prompting, clueing, modelling • Access to ICT • In-class support from teacher / TA • Pre-teaching • Rapid Interventions • Focussed group work with CT /Tin literacy and numeracy • Formative Assessment • Accelerated Reader Programme • Dyslexia friendly teaching strategies • Multi-sensory teaching strategies • Growth Mindset 	<ul style="list-style-type: none"> • Colourful semantics • Read Write Inc- Fresh Start • Whacky writers • Writing Boosters • Maths/PE Intervention • Number bonds groups • Times tables Groups • Maths Boosters • Precision Teaching: reading and spelling • Nesy reading and spelling • 1:1 reading • Beanstalk Readers • Access to Nesy reading and spelling Club for school and home use • Coloured overlays / paper • Writing slopes and pencil grips • Access to additional support via Teaching assistants and SENCo/SLT 	<ul style="list-style-type: none"> • SEN Team support • Advice from Specific Learning Difficulties Consultant • Intense Literacy / Numeracy support • Hornet Literacy/Toe by Toe • Memory Skills Intervention • Individual reading support • Individual maths / literacy support • Additional time during tests • Access to readers during tests
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<p>Social, Emotional and Mental Health Difficulties</p>	<ul style="list-style-type: none"> • Positive staff-pupil relationships • Whole school behaviour policy. • Individual reward charts • Whole school / class rules • Whole school reward and sanctions systems. • Circle Time • PSHE lessons • Class / School responsibilities • Encouraging independence • Peer medication 	<ul style="list-style-type: none"> • Access to Adult Mentor for friendship /self-esteem / confidence / anger management • Emotional Registers – 5 point scales • Alternative provision during unstructured times – break and lunch • Morning Movement Provision • Sanctuary at lunchtime • Nurture Groups • Play Therapy • Social skills groups • Place 2Be • Behaviour Support Plan • Social Stories • Access to specialist equipment – therapy putty, fidget toys 	<ul style="list-style-type: none"> • Targeted Provision Plan • 1:1 Learning Mentor sessions to develop self-esteem, confidence, develop anger management strategies • Referrals to NELFT • Individual Behaviour Plans and reward systems • Access to equipment such as fiddle toys. • Access to time out boxes and calm spaces. • Individual and flexible timetables • Access to support from Outreach teams • Additional support for trips and transitions • Place2be counselling
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<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff awareness and understanding. • Accessible environment • Carpeted classrooms to reduce background noise. • Visual support • In class support 	<ul style="list-style-type: none"> • Additional keyboard skills- touch typing • Additional handwriting practice • Access to equipment, i.e. writing slopes, specialist pens, headphones • Access to environments which are as free from distraction as possible • Sensory Circuits • Fizzy • BEAM 	<ul style="list-style-type: none"> • Targeted Provision Plan • Physiotherapy programmes as advised by the Physiotherapy Team • Occupational Therapy Plans • Additional adult support to access the school environment and learning • Sensory equipment • 1:1 medical support to monitor blood sugar levels / food intake etc. for pupils with diabetes • Annual staff training to support medical conditions • Individual Health Care Plans • Additional support for trips and transitions
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