

Provision Map for Hoo St Werburgh Primary by SEND Category 2019-2020

Area of Need	Quality First Teaching. All pupils, where appropriate	Removing Barriers Interventions	SEN Support/Education Health Care Plan
<p>Communication and Interaction</p> <p>This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.</p> <p>Children with a diagnosis of autism or autistic spectrum disorders, including Asperger's syndrome, have needs in this area.</p> <p>Children with communication and interaction difficulties may or may not also have learning difficulties.</p>	<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 • Speech to Text : I-pad • Circle Time/PSHE in classes • Individual Work Stations • Brain breaks 	<ul style="list-style-type: none"> • Social skills intervention groups • Nurture Groups • Lego Therapy • Sanctuary • Meet and Greet – morning Nurture • Socially Speaking Programme • Social Stories • Touch Typing • Visual prompt cards • Sensory equipment -chew toys, fidget toys, ear defenders, sensory toys 	<ul style="list-style-type: none"> • Pupil Passport • Inclusive Learning Plan • 1:1 speech and language programme - Speech and Language Assistant to deliver support programmes • Access to Trust Speech and Language Therapist • Use of PECS • 1:1 adult support in class • Flexible timetable • Autism training for staff and parents if required • PECS • Communication Aids • Referrals to NELFT • Additional support for trips and transitions

<p>Cognition and Learning</p> <p>This area includes general learning difficulties and specific learning difficulties (SpLD).</p> <p>SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder', difficulties with motor planning).</p> <p>People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need. All children in this category have a form of learning difficulty.</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • 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 /TA in literacy and numeracy • Accelerated Reader Programme • Dyslexia friendly teaching strategies • Multi-sensory teaching strategies • Mind maps and memory jogger strategies 	<ul style="list-style-type: none"> • Phonic Intervention groups • Colourful semantics • Read Write Inc- Fresh Start • Memory Skills Intervention: MEMO • Writing Boosters • Number bonds groups • Times tables Groups • Maths Boosters • Precision Teaching: reading and spelling • 1:1 reading • Beanstalk Readers • Access to Nessy reading and spelling Club for school and home use • Hornet Literacy/Toe by Toe • Coloured overlays / paper • Writing slopes and pencil grips • Stabilo pens • Access to additional support via Teaching assistants 	<ul style="list-style-type: none"> • Pupil Passport • Inclusive Learning Plan • SEN Team support • Intense Literacy / Numeracy support • 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> <p>Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment).</p> <p>Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.</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 mediation • Quiet areas • Time Out Boxes 	<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 Wake Up Shake Up Provision • Sanctuary at lunchtime • Nurture Groups • Social skills groups • Place 2Talk • Behaviour Support Plan • Social Stories • Access to specialist equipment – therapy putty, fidget toys 	<ul style="list-style-type: none"> • Inclusive Learning Plan • 1:1 Learning Mentor sessions to develop self-esteem, confidence, develop anger management strategies • Referrals to NELFT • Individual Behaviour Plans and reward systems • Individual and flexible timetables • Referrals to support from Outreach teams • Additional support for trips and transitions • Place2be
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<p>Sensory and/or Physical Needs</p> <p>This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy.</p> <p>These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.</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 • Quiet area in class • Brain breaks 	<ul style="list-style-type: none"> • Additional keyboard skills- touch typing • Additional handwriting practice • Specialist equipment, i.e. writing slopes, specialist pens, headphones, move and sit cushions, weighted snakes • Access to environments which are as free from distraction as possible • Sensory Circuits • Fizzy 	<ul style="list-style-type: none"> • Inclusive Learning Plan • Physiotherapy programmes as advised by the Physiotherapy Team • Occupational Therapy Plans • Additional adult support to access the school environment and learning • Sensory equipment • Annual staff training to support medical conditions • Individual Health Care Plans • Additional support for trips and transitions
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