

# SEND Provision Map 2022-23



## COGNITION AND LEARNING

Pupils with Specific/Moderate/Severe or Profound and Multiple Learning Needs

Quality First Inclusive Teaching Strategies (Wave 1)	Additional small group Intervention (Wave 2)	Specific Targeted and personalised intervention (Wave 3)
<p>Differentiated curriculum planning with clear learning intentions                      SMART personalised targets, differentiated questioning                      Scaffold task design, task board                      Well organised classrooms with predictable routines. Visual timetable                      Information given in short chunks allowing time for processing.                      Pre-teach and consolidation groups daily                      Clear concise instructions, chunked and repeated where necessary. Visual reminder for task – pictorial, written or recorded.                      Organisation prompts e.g. check list, Ready to Learn?                      Visual and concrete support, modelling and interactive strategies                      Working Wall /IWB                      Writing frames, sentence starters, cut up sentence, sentence frames.                      Growth mind set and process praised.                      All staff model positive attitude to learning                      Peer and self-assessment                      Minimise copying from board                      Mix of visual, auditory and kinaesthetic activities.                      ICT –apps including TTRS                      Hands on resources including numicon, place value cards/grids/counters, dienes, bead strings,                      Use of pictorial word banks/sound mats, key vocabulary displayed                      A variety of recording methods e.g. mind mapping, oral, role play, storyboards, flowcharts, iPad, clicker/word processing                      Time allowed for pupils to formulate a response.                      Talk partners, learning partners                      Consider use of pace, pauses, simplification, repetition                      Opportunities to practice, revise, sharpen and develop skills                      Strategic seating and grouping                      Flexible Focused group work with CT/LSA e.g. guided writing/reading/maths Individual reading.</p>	<p>Rapid Reading                       Paired Reading                       Phonological Awareness                      Phonics Support Groups                       Spelling strategy groups e.g. SOS                       Word shark                       Precision teaching: spelling, number facts                       Maths support group                       Memory games</p>	<p>Hampshire Small Step Planning                      1:1 support for reading, writing maths and spelling                      1:1 Bear Necessities                      1:1 Rapid Read                      1:1 BR@P                      1:1 Spelling support                      1:1 Phonic Support                      1:1 Additional Maths Support                       Clicker 8                       Specific Targets recommended by outside agencies such as Educational Psychologist and Specialist Teachers</p>



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## COMMUNICATION AND INTERACTION

(Speech Language & Communication Needs and Autism)

Quality First Inclusive Teaching Strategies (Wave 1)	Additional small group Intervention (Wave 2)	Specific Targeted and personalised intervention (Wave 3)
<p>Quality First Teaching Differentiated Predictable and structured routines. Visual timetable and resources to support understanding such as timers Social Stories to prepare for change. Consistent expectations and boundaries. Plan for unstructured times.</p> <p><b>Clear concise language.</b></p> <p><b>Bite size learning with visual resources to support e.g. objects photos pictures symbols / non-verbal cues to support</b></p> <p><b>Break task down into smaller steps. Task board /Now and next</b></p> <p>Give simple instructions, one at a time before activity.</p> <p>Concrete and concise language 'say what you mean, mean what you say'</p> <p>Reminder for instruction/task – visual or recorded on taking button.</p> <p>Check understanding and repeat as needed. Refocus attention. Overlearn</p> <p>Say name to get pupil attention then speak.</p> <p>Pre-teach new vocabulary,</p> <p>WIDGIT symbols to support understanding of keywords</p> <p>Targeted questions, pause for response – time to process and respond</p> <p>Teacher modelling – recast then expand on what they say to improve 1<sup>st</sup> attempt</p> <p>Open questions and forced alternatives</p> <p>Talk partners</p> <p>Specific praise ' I like the way you ...' valuing all attempts at communication</p> <p>Explicitly teach attention and listening skills.</p> <p>Teach taking conversational turns</p> <p>Teach vocabulary of feeling and link to real life situations and use incredible 5 point scale to turn emotions into more concrete concepts</p> <p>Consider seating: minimise disruption</p> <p>Agreed safe and quiet low stimulus areas</p> <p>Make school environment more comfortable for pupils with heightened sensitivities e.g. noise using ear defenders, prepare if there will be loud noise</p>	<p>Time to talk</p> <p>Social interaction group</p> <p>Socially speaking</p> <p>ELSA: group support</p> <p>Attention Group</p> <p>Narrative Skills Group</p>	<p>SALT/Specialist Teacher outreach for assessment and writing personalised programmes</p> <p>Cued Articulation</p> <p>PECS</p> <p>Use of Makaton signs</p> <p>Communication cards and boards</p> <p>SALSA trained to deliver an individual programme of speech and language therapy based on Solent Therapy Pack</p> <p>1:1 ELSA support</p>



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## SOCIAL EMOTIONAL AND MENTAL HEALTH

Quality First Inclusive Teaching Strategies (Wave 1)	Additional small group Intervention (Wave 2)	Specific Targeted and personalised intervention (Wave 3)
<p>Whole School Behaviour Policy supported by our values of Love Hope and Courage.            Praise and reward positive behaviour.            House points: certificates, badges or stickers            Individual Rewards 'Cyril Squirrel of the Week'            Playtime buddies            Anti-Bullying week            Mindfulness – wellbeing for all            Emotional Check-ins            Circle time            In class worship and prayer space            PHSE programme            Mindfulness – wellbeing for all            Growth mind set culture: safe and happy to ask questions, make mistakes, talk openly and enjoy being challenged</p>	<p>ELSA: friendship, social skills            Chatterbox            Lego Therapy Club            Transition Programmes            Quiet Lunch Club</p>	<p>ELSA 1-1, positive self -mage, confidence and self-esteem development,            Individual Reward systems.            Individual Behaviour Support Plans            ABCC charts            Risk Assessments</p> <p>Referral for Clifford Centre            Involvement Primary Behaviour Support, Educational Physiologist, Inclusion Advisor/ CAMHS/Early Help Hub.</p> <p>IPA Meeting for transition</p> <p>OUTREACH:            Romsey Young Carers            Southampton Young Carers</p>

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## Physical and Sensory Physical, Hearing Impaired, Visually Impaired, Sensory or Medical Needs

Quality First Inclusive Teaching Strategies (Wave 1)	Additional small group Intervention (Wave 2)	Specific Targeted and personalised intervention (Wave 3)
<p>Flexible teaching arrangement                      Disabled access to school                      Accessible toilet                      Adaptation to physical environment e.g. ramp                      Flexible classroom organisation and layout                      Staff aware of physical needs and Medical support                      Easy access to resources                      Visual aids and modelling                      Visual timetables                      Multisensory approach                      Availability of resources to support need e.g. pencil grip, writing slope, wedge sensory seat                      Sensory box: fiddle toys to aid concentration</p> <p>Fine Motor Skills                      Funky Finger / Dough Gym /Clever Hands</p> <p>Gross Motor                      ABC Programme and Clever Bodies</p>	<p>Clever Hands                      Handwriting Support (Solent Therapy)                      Write from the Start handwriting programme                      Speed Up handwriting                      Touch typing programme: Dance mat typing</p>	<p>1:1 Physiotherapy / Occupational Therapy programmes                      School Nurse recommendations</p> <p>Solent Therapy:                      Clever Bodies                      Clever Hands (fine motor)                      ABC                      Enlarged stickers for laptop keys</p> <p>Access to specialist equipment e.g. writing slops, pencil grips, wobble cushion, easy grid rulers/scissors.</p> <p>Specially adapted resources e.g. large print.</p>