SEND- Whole School Provision Map

Every teacher as a teacher of SEND.

An ambitious curriculum for all pupils.

This document provides 'at a glance' information on the provision and strategies used to support pupils across the school. It details the 'adaptive teaching strategies' used universally across the school. It also details the universal provision offered to support all pupils access an ambitious curriculum and the additional and different approaches which may be deployed based on individual needs.

Adaptive Teaching Strategies Universal Provision	
Explicit instruction	• Using clear, succinct language • Regularly checking what pupils understand • Chunking learning and tasks • Modelling how to complete tasks • Revisiting basic skills and key learning • Vocabulary exploration – defining key vocabulary
Cognitive and metacognitive strategies	• Retrieval practice across the curriculum • Pre-teaching key vocabulary where appropriate • Making links back to previous learning- 'remember when we learned about…' • Being mindful of cognitive overload • Modelling the use of planning aids- check lists, scaffolds • Promotive activities which encourage independence • The use of the graduated response (assess, plan, do and review)- Pupil Achievement Strategy (PAS) • Emotional coaching and restorative conversations
Scaffolding	• Visual aids • Visual timetables • Repeating key language • Using visualisers

	• Modelling how to complete tasks
	• Modelling the use of language and communication throughout the curriculum
	• Check lists
	• Visually supportive environments- working walls, word mats
	• Knowledge organisers
	• Use of concrete and pictorial resources (counters, Base 10)
Flexible grouping	• Grouping pupils in a way which reduces stigma
	• Allowing groupings to be flexible and not fixed/inflexible
	• Promote peer tutoring and collaborative learning opportunities
	• Feedback strategies (Think, Pair, Share, popcorn feedback, no hands up)
	• Groupings informed by the PAS
Using technology	• Using the visualiser to model
	• The use of Widgit Online to aid communication
	• The use of learning applications such as TTRockstars, Epic Books and Spelling Shed

Additional and Different

'Areas of Need' detailed in the SEND Code of Practice

Cognition and Learning	Communication and Interaction
Individual Provision Mapping (IPMS)	Individual Provision Mapping (IPMS)
Accessibility Planning (AP)	Accessibility Planning (AP)
Fresh Start and Read Write Inc	Fresh Start and Read Write Inc
Dyscalculia assessments and interventions	Speech and Language Therapy- NHS and Seaside SaLT
Dyslexia Profiling	Social Stories
Use of overlays, coloured paper, tints on electronic devices	'Check ins'
Personalised task boards	Nurture Sessions
Now and next board	Targeted support (1-1 or small group)
Targeted support (1-1 or small group)	Personalised visual timetables
Personalised resources or packs	Task boards, wallets, or boxes

Alternative methods of recording ideas- scribe, Chromebook EHCP Pre-Key Stage targets and learning Colourful Semantics Referrals to outside agencies (Locality Hubs)	TEACCH Approach workstations Now and next board Colourful Semantics Speech Sounds 1-1 sessions Alternative Methods of Communication- PECs Makaton EHCP Referrals to outside agencies (Locality Hubs, The Retreat, SALT services)
Social, Emotional and Mental Health Needs	**Sensory and/or Physical Needs**
Individual Provision Mapping (IPMS)	Individual Provision Mapping (IPMS)
Accessibility Planning (AP)	Accessibility Planning (AP)
Risk assessments for challenging behaviour	Risk assessments
'Check ins'	Health Care Plans
Social Stories	Medication delivery
Safe Spaces	Fine and motor skills interventions
Boxall Profiling	Lift to upper floors
The Bridge spaces	Disabled toilet
Flexible learning environments	Fire evacuation plans for disabled pupils
Enhanced transition projects	Occupational Therapy
Restorative circles	Physiotherapy
Emotional coaching	Sensory resources
Targeted support (1-1 or small group)	Sensory breaks
Playtime and lunchtime support	Ear defenders
Counselling (Community Counselling, Sandcastle's Play Therapy)	Adaptations for HI and VI children
Referrals to outside agencies (CAMHS, Community Counselling, Sandcastle's Play Therapy, Compass Phoenix, Locality Hubs)	Environment adaptations
	Targeted support (1-1 or small group)
Personalised rewards or target setting	Pencil grips and adapted resources

Deviation from the 'Wow board' Emotional cards and prompts Meet and greets Home-school contact EHCP Internal Alternative Provision Alternative Provision- through the Local Authority	EHCP Referrals to outside agencies (Locality Hub, Educational OT). The GP can only currently refer to OT and physiotherapy.