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 additional and different approaches which may be deployed based on individual needs.

Adaptive Teaching Strategies Universal Provision	
Explicit instruction	- Teacher demonstration, followed by guided practice and independent practice (I do, we do, you do). - 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) - Emotional coaching and restorative conversations - Explicitly teaching how to plan, monitor and evaluate their learning.
Scaffolding	- Visual aids - Visual timetables - Repeating key language

<td style="background:yellow"></td>	• Verbal prompts and scaffolds • Written scaffolds such as a word and, a writing frame or sentence starts • 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) • Target tables and flexible support tables
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. • Google Classroom to access scaffolds. • Interactive Whiteboard- Prowise • Interactive quizzes- Kahoot • Learning games • Providing live feedback through Google Classroom

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

Fluency Bee	Speech and Language Therapy- NHS and Seaside SaLT
Maths adaptations (approved by maths lead)	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	TEACCH Approach workstations
EHCP	Now and next board
Pre-Key Stage targets and learning	Colourful Semantics
Colourful Semantics	Speech Sounds 1-1 sessions
Referrals to outside agencies (Locality Hubs)	Alternative Methods of Communication- PECs
SNAP Profiling - SpLD	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
Sandcastle's Play Therapy	Adaptations for HI and VI children
Referrals to outside agencies (CAMHS, Sandcastle's Play Therapy, Compass Phoenix, Locality Hubs)	Environment adaptations
Personalised rewards or target setting	Targeted support (1-1 or small group)
Deviation from the 'Wow board'	Pencil grips and adapted resources
Emotional cards and prompts	EHCP
Meet and greets	Referrals to outside agencies (Locality Hub, Educational OT). The GP can only currently refer to OT and physiotherapy.
Home-school contact	
EHCP	
Internal Alternative Provision	
Alternative Provision- through the Local Authority	