

Buckland St Mary C of E Primary School - SEN Provision Map November 2023

	<u>Universal</u> All children receive high quality teaching	<u>SEN Support</u> Some children Additional targeted support	<u>High Needs</u> A few children Support for complex and long-term difficulties
		<ul style="list-style-type: none"> • IEP in place and discussed with parents, including individual targets based on next steps • Differentiated planning and resources • Additional planning for transitions • Additional scaffolding of tasks to enable independence where appropriate 	<ul style="list-style-type: none"> • EHCP in place, reviewed annually or more frequently if needs require • IEP – including individual targets based on next steps discussed with parents, links to small step outcomes from EHCP to enable fine tuning of support package in place • Multi-professional assessment • Individualised planning and resources • Annual Review • Additional detailed planning for transitions

<p style="text-align: center;">Cognition & Learning</p>	<ul style="list-style-type: none"> • Quality First differentiated planning and teaching • Talk for Writing literacy sessions • Daily Read, Write, Inc. Phonics (KS1) • Guided Reading/Spelling (KS2) • Maths No Problem • Daily class based small guided group led sessions – Numeracy (as appropriate) • Class based small group guided writing support sessions • A range of teaching approaches used to support all learning styles • Effective marking and feedback with specific and clear next steps/targets • Thinking/talking Partners • Collaborative Learning • Seating Position • Spelling and handwriting sessions • Use of technology: Interactive Whiteboards, i-pads, computers, • A wide range of learning aids For example: Literacy: Story Maps, word mats, phonic mats, prompt sheets, dictionaries, working wall Maths: numicon, number beads, number lines, 100 squares, working wall , • Dyslexia Tracking and Guidance Booklet 	<ul style="list-style-type: none"> • Additional Small group guided sessions focusing on needs led provision • Small group booster sessions for literacy and maths using a range of materials • Additional phonics – Read, Write, Inc. – group or 1:1 • Fresh Start Phonics • Small group handwriting sessions • Individual Reading Practice • Reading and Thinking Comprehension • Precision Teaching Programme • Individual/small group EAL support, advised by EMAS Range of resources used including Racing to English • Pre-teach/over teach vocabulary (teaching assistant supported) • Guided Reading Comprehension Group • Coloured Overlays • Dyslexia Tracking and Guidance Booklet • Auditory and Visual Memory Games • Support for working memory. 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs-led provision that are delivered with increasing regularity • Some specific individual literacy provision in line with severity and complexity of need • Some specific individual numeracy provision in line with severity and complexity of need • Supported and adapted recording methods • Symbols to support an individual • Therapy sessions based on care plans from external professionals involved (i.e. Speech and Language and Occupational Therapy sessions) • Guidance provided by Learning Support Service • Guidance provided by Educational Psychologist through EHCP process
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<p style="text-align: center;">Communication & Interaction</p>	<ul style="list-style-type: none"> • Drama & role play activities as part of lessons and • Assemblies, singing, music lessons, school performances • ICT resources and programs to aid and support recording • Visual Timetable • Visual Prompts • Writing Frames/Recording Frames • Forest School • Clear, unambiguous language • Chunked Instructions • Whole staff awareness 	<ul style="list-style-type: none"> • Individual/small group visual timetable • Pre-teach/over teach specific vocabulary (teaching assistant supported) • Speech and Language Group • Speech sound work • Black Sheep Press resources • ELKAN – TALC assessments • Talk Boost • Social use of language • Sequencing Activities 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individualised programmes & resources for communication based on SALT advice, increased in duration and frequency • Individual visual timetable • Individual work station • Safe place for calming activities • Individual support for Social Stories or comic strip conversations • Individual social interaction and communication support • Symbols to support an individual • Guidance provided by Speech and Language Therapist • Guidance provided by Autism and Communication Team
<p style="text-align: center;">Social, mental and emotional health</p>	<ul style="list-style-type: none"> • Positive whole school ethos • Assemblies • PSHE & Citizenship Curriculum • Whole School Behaviour for Learning policy • House system • Class reward systems • Playground Leaders (lunchtime) • Range of extra-curricular clubs (lunchtime and after school) • In Year transition Process • Forest School 	<ul style="list-style-type: none"> • SEMH care plans • Targeted support through unstructured sessions eg. breaktime & lunchtime • Talkabout social communication programme • Talkabout self-esteem & self-awareness • Emotional Literacy Programme (ELSA) 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • SEMH care plans supported by Trust SEMH lead • Facilitated games & activities through unstructured periods such as playtimes • Talkabout social communication programme • Talkabout self-esteem & self-awareness • Safe Place and Calm Box • Individual Transition Plan • Guidance provided by Educational Psychologist • ELSA support

<p style="text-align: center;">Sensory & Physical</p>	<ul style="list-style-type: none"> • Handwriting Exercises • Letter formation based on RWI • Pencil grips • Position in class • Facing child when giving chunked instructions • Sensory Checklist – staff awareness sensory issues 	<ul style="list-style-type: none"> • Targeted small group to develop letter formation • Targeted small group to develop co-ordination and movement • Touch typing programme • Learn 2 Move, Move 2 Learn co-ordination activities • Tracking and visual perception activities (Vision) • Adaptations to environment – sensory issues – vision and hearing • Writing slope • Stress ball • Sensory cushion • Learn 2 Move, Move 2 Learn 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individual Physiotherapy programme • Individual Occupational Therapy programme • Individual programmes/strategies to aid sight and hearing impaired • Environmental audit – vision/hearing • Specialised equipment provided by PIMS team • Guidance provided by Occupational Therapist/Physiotherapist • Guidance provided by Physical and Medical Support Services
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