

SEND Whole School Provision Map

Communication and Interaction Needs (Including ASC)

What happens at this stage? Refer to Colburn's Teaching and Learning Handbook	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements Following targeted support then specialists may intervene
<p>Level 1 – Universal Provision in class High Quality Teaching</p> <ul style="list-style-type: none"> • Use language effectively, clear unambiguous instructions, be literal and concise • Preparation/warning for change of activity or lesson • Visual prompting and cues, timetables, instructions • Systematic organisation of independent learning tasks and activities e.g. visual aids • Clear rewards and sanctions including aspects which motivate e.g. attendance reward • Clear and structured routine, visual timetables • Clear and specific learning objectives based on their stage of learning • Pace and pitch altered to support learning needs • Overt expectations made explicit (visually displayed) • Calm learning environment, • Prompt cards for group roles and conversation skills • Teach body language and common gestures to add meaning to language • Use of pace, pauses, simplification, repetition and chunking of input (refer to Colburn's Learning Sequence). • Pre-discussion of trips/events/ changes in timetable • In class, TA checks in with child regularly and proportionate to their needs and situation) • Time to talk things through with a talk partner before feeding back to class • Lots of specific praise. Consistency! • A variety of recording methods e.g. mind mapping, oral, talk boards, laptops • Little Wandle which focuses on correct formation of sounds and blending • Working walls displaying key vocabulary • SMART targets linked to need 	<p>Level 2- School Interventions</p> <ul style="list-style-type: none"> • Emotional Coaching Support (Pastoral Team) • Social stories • Now, then, Next boards • Structured play opportunities available at lunchtimes • Enhanced transition support before class/school move • Planned sessions in Bungalow for Brick by Brick therapy • Planned sessions in Bungalow for Drawing and talking therapy • Keep up and catch up sessions using Little Wandle • EYFS staff trained in Makaton • Safe space provided as required • Carefully planned Support Plan reviewed with parents 3 x year • Sensory room 	<p>Level 3- Outside Agencies Support</p> <ul style="list-style-type: none"> • Autism assessment service (Harrogate and district NHS) • NHS Speech and Language Therapy/ Therapist • Learning Disability Team • NASEN CPD • C&I SEND Hub (<i>Mandy Ewers</i>) • PECs – picture communication exchange

Cognition and Learning Needs

What happens at this stage? Refer to Colburn's Teaching and Learning Handbook	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements following targeted support, then the specialists may intervene.
Level 1 – Universal Provision in class High Quality Teaching <ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives with adapted and differentiated outcomes • Clear instructions, feedback and next steps in their learning – children involved in the process and given appropriate time to respond • Behaviour for Learning at the heart of lessons/school ethos (5 learning behaviours are visual for all children) • Learning walls to support key learning points including key vocabulary • Time to talk things through with a talk partner before feeding back to class • Access to ICT to help reduce barriers to learning • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals • Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc. • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place • Personalised, adapted and differentiated teaching, including open questions • Learning presented in small chunks. 'Check ins' throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions • Differentiated curriculum planning, activities, delivery and outcome • Visual timetables and visual aids • A range of dictionaries, thesaurus, use of writing frames, word banks and TA in class support • Practical maths resources to support learning • SMART targets linked to need 	Level 2- School Interventions <ul style="list-style-type: none"> • Little Wandle keep up sessions (group and 1:1) • Maths Catch Up sessions using Numicon and concrete maths activities • Timetabled TA support working on IEP targets • Additional handwriting/fine motor skills support • Additional individual reading • Computer programmes: Times Tables Rockstars, • Personalised intervention programme: IDL • Talk Boost 	Level 3- Outside Agencies Support <ul style="list-style-type: none"> • 1:1 and /or small groups SALT intervention • Test concessions if necessary, • e.g. extra time or use of a scribe/reader in SATs • Involvement of School's Educational Psychologist (<i>Alison Cartwright</i>) • C& L SEND Hub involvement with specialist teacher (<i>Kath Lawson</i>) • Enhanced transition with other schools/settings

Social Emotional and Mental Health (SEMH)

What happens at this stage? Refer to Colburn's Teaching and Learning Handbook	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements Following targeted support then specialists may intervene
Level 1 – Universal Provision in class High Quality Teaching <ul style="list-style-type: none"> • SCARF PSHE Curriculum that covers relationships. • Adapted, differentiated and additional learning activities to engage and motivate • Clear rewards and sanctions including aspects which motivate e.g. attendance reward • Identify and build on preferred learning styles • Positive language to re-direct, reinforce expectations e.g. use of others as role models • Use of distraction as a technique to change the subject from a negative to a positive • Allow for 'breathing space' • Environmental adaptation e.g. social seating and proximity to Teacher • Increased structure and routine • Use guidance in relation to our Reward chart/system • SMART targets linked to need • Pupil and parent involvement • Regular home/school communication • A range of differentiated opportunities for social and emotional development e.g. ABC, Random Acts of Kindness, Play leaders and School Council • Reinforcement of expectations through visual prompts and role modelling good behaviour • Now and Next choices to engage and motivate • Constructive feedback • CPOMs to record incidences and look for patterns and triggers • Peer to peer support • Safe space in classroom • Use of Emotion Coaching strategy (restorative questions) 	Level 2- School Interventions <ul style="list-style-type: none"> • Breakfast club provision to support a positive start to the day (Pastoral check-in) • Support provided by our Pastoral Team with a focus to support and scaffold regulation • Access to sensory/calm room • Identified trusted adult • Small social skills group • Planned sessions in Bungalow for Brick by Brick therapy • Planned sessions in Bungalow for Drawing and talking therapy • Key texts linked to social needs • Outdoor/indoor lunchtime play plans for individuals as required • Safety plans that are co-produced with parents and the child. • Boxall Profile • Personalised daily monitoring for children on SEMH register 	Level 3- Outside Agencies Support <ul style="list-style-type: none"> • Educational Psychologist (input and recommendations) • Social worker input • Virtual School input • Emotional Resilience Team 1:1 sessions • CAMHS • NYCC SEND Hub (SEMH) Specialist teachers • Early Help Team

Sensory/Physical/ Medical/Needs

What happens at this stage? Refer to Colburn's Teaching and Learning Handbook	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements Following targeted support then specialists may intervene
Level 1 – Universal Provision - High Quality Teaching <ul style="list-style-type: none"> • Support by walking in line appropriate to their need • Seating arrangement appropriate • Ear defenders help learners who find auditory input difficult to process • Face the child when talk and sit next to the child in group activities • Gradual exposure can help a learner get used to the senses they are avoiding • Ear defenders help learners who find auditory input difficult to process • Provide frequent movement opportunities including helping to pass out resources and books • Movement breaks that are very specific such as 10 star jumps • Provide exposure to bright colours and moving objects if appropriate in class • Appropriate equipment e.g. right/left handed scissors, tripod pencils etc. • Extra seating space on the carpet or at a table • Extra time for dressing/undressing and eating • Ramps accessible for children with a physical need 	Level 2- School Interventions <ul style="list-style-type: none"> • iPad /Visualiser • Wobble cushions and wedges • Coloured overlays • Larger lined exercise books • Access to sensory room • Targeted small group to develop gross/fine motor skills • Additional handwriting practice • Equipment for specific need e.g. large print ruler, large print keyboard • Fidget toys or stress balls • Chewlary (children chew in something to help calm) • Learning / movement/ independence • Fine motor skills programmes • Weighted vests or blankets can make the learner feel calm; this will often be identified in partnership with the Occupational Therapist 	Level 3- Outside Agencies Support <ul style="list-style-type: none"> • Occupational Therapy (OT) • C&I SEND HUB to complete a sensory profile • Access to Emotional Resilience team. • Fine and Gross motor intervention programmes as recommended by the Occupational Therapist • Care plan written, parents in agreement and have own copy, and all necessary staff informed. • NHS Speech and Language Therapy • Teacher of the deaf • Specialist nurses e.g. feeding tube and diabetes