

SEND Provision Map 2021-22



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 and Spelling Frame 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>Clear concise language.</p> <p>Bite size learning with visual resources to support e.g. objects photos pictures symbols / non-verbal cues to support</p> <p>Break task down into smaller steps. Task board /Now and next</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>Targeted questions</p> <p>Pause for response – time to process and respond</p> <p>Teacher modelling – recast then expand on what they say to improve 1st 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 sensitives 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>Narrative Skills Group</p>	<p>SALT/Specialist Teacher outreach for assessment and writing personalised programmes</p> <p>Cued Articulation</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 Builder Club Transition Programmes Quiet Lunch Club</p>	<p>FEIPS1-1, pupil-led conversations based on counselling practices. 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. Magnifiers Visualiser. Hearing aid/mic</p>