



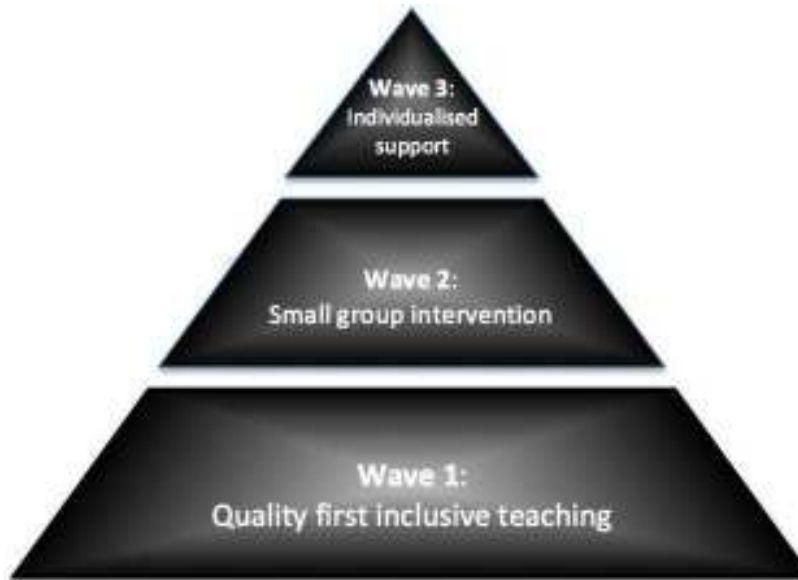
St Anne's RC Primary School - Whole School Provision Map



The Graduated Approach to Special Educational Needs & Disabilities (SEND)

Our school provision map is arranged in three 'waves' of teaching as outlined in the diagram below. There are four broad areas of SEND need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Need



The SEND Code of Practice (2015) states that: “high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people”. **This is the Quality First Teaching labelled as Wave 1.**

Schools are required to “adopt a graduated approach with four stages of action: assess, plan, do and review”. If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child’s attainment and that of their peers. **This may take the form of a small group intervention i.e. Wave 2.**

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child’s progress then the provision should be altered. **After one or more cycles of review it may be found that the child requires more individualised support at Wave 3.**

Many children receiving Wave 3 provision will be classified as having a Special Educational Need (SEN). Further details regarding legal definition of SEN and our school’s process for the identification and support of those with SEN can be found in the school’s SEN Information Report.



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	All pupils Wave 1- Quality first teaching	Some pupils Wave 2- small group intervention	Few pupils Wave 3
1. Communication and Interaction	<ul style="list-style-type: none"> All staff are aware of children's needs through the use of one page profiles Differentiated, varied and creative curriculum Visual timetables used in all classes Classroom rules and routines displayed Objectives shared at beginning of lesson and returned to Teachers model standard English and extended vocabulary Variety of teaching styles – kinaesthetic, visual, auditory Talk partners Hierarchy of questions – open question then question re-framed with alternatives Time given for processing questions Checks for understanding simple verbal instructions Clarification of instructions Class vocabulary banks created with new topics Cued listening – small number of questions given to pupils to answer after listening Symbols to support spoken language and text Whole body / good listening rules displayed and referred to regularly 	<ul style="list-style-type: none"> Language targeted intervention groups (see below for research-based interventions used at each Key Stage) Additional support and scaffolding from TA / Teacher during lessons Pre-teaching of vocabulary – English, Maths, Science, RE, History, Geography Advice and recommendations from CLASS team – Communication Language and Autistic Spectrum Support See Appendix for further Social Communication Strategies 	<ul style="list-style-type: none"> Speech and language programme managed by Speech Therapist Pre MAAT questionnaire completed outlining recommendations from CLASS team – reviewed in 12 weeks and referred to MAAT if ASD assessment needed Individual work station – visual timetable – now and next board Instructions broken down further – alongside visual prompts Longer response time given – repetition of question Buddy to repeat instructions and demonstrate tasks Range of ways of recording adapted so learning not limited by pupil's ability to write full English sentences: bullet points and mind maps, ordering tasks (pre-cut words etc.), cloze procedure, making posters, drama Individual Provision Map & timetable of support See Appendix for further Social Communication Strategies
	EYFS interventions	Key Stage 1 interventions	Key Stage 2 interventions
	<ul style="list-style-type: none"> WELLCOMM – children entering Nursery and Reception are screened using the WELLCOMM complete language tool kit and receive targeted intervention if working below ARE NELI – targeted intervention for Reception children with poor language skills Language for Thinking (language comprehension) Time for Talk (social communication) 	<ul style="list-style-type: none"> WELLCOMM – remain on intervention if required until the age of 6 Black Sheep Press – Narrative Therapy intervention aimed at developing Y1 children's speaking and listening skills Language for Thinking (language comprehension) Time for Talk (social communication) 	<ul style="list-style-type: none"> Junior Language Link by Speech Link – all children entering Year 3 are screened using the Junior Language Link complete language toolkit and receive targeted intervention if working below ARE in Y3/4/5/6 Socially Speaking (social communication)



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2. Cognition and Learning	<ul style="list-style-type: none"> All staff are aware of children's needs through the use of one page profiles Differentiated, varied and creative curriculum Visual timetables used in all classes Classroom rules and routines displayed Objectives shared at beginning of lesson and returned to Variety of teaching styles – kinaesthetic, visual, auditory Opportunities for speaking and listening Quality marking policy that pupils are familiar with Peer and self-assessment opportunities Use of talking partners Continuous assessment for learning and verbal feedback offered for next steps Use of interactive whiteboards and ICT to support learning Class dictionaries, thesaurus Use of writing frames/visual organisers steps to success to achieve learning outcomes and personalised targets Practical apparatus available for maths lessons Appropriate reading material available to pupils Daily guided reading sessions and texts matched to children's phonics phase (EYFS/KS) Engaging display boards and working walls School visits linked to the topic Curriculum information shared with parent/carers via knowledge organisers 	<p>Focused group work to support learning and progression:</p> <ul style="list-style-type: none"> Additional daily phonics teaching in EYFS/KS1 1:1 reading in KS1/EYFS Small group intensive teacher support – literacy/maths Targeted reading/spelling/maths intervention groups (see below for research-based interventions used at each Key Stage) Advice and recommendations sought from Pupil Support Services – Specific Learning Difficulties Team (SpLD) Additional support and scaffolding from TA / Teacher during lessons Pre-teaching of vocabulary – English, Maths, Science, RE, History, Geography 	<p>We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs:</p> <ul style="list-style-type: none"> Educational Psychologist support (EP) Assessments and advice from Pupil Support Services – Specific Learning Difficulties Team (SpLD) planned reward system/brain breaks Adaptations for pupils with dyslexia e.g. cream paper, clear font, ICT support, scaffolded writing frames, cloze procedure, chunk instructions, photocopied transcript from board, alternative methods of recording Use of private signal – to show understanding/need for help (e.g. red / green card) Use of highlighter pens for individual spelling targets and individual word bank Adaptations for pupils with ADHD eg. fiddle toy, timer Access arrangements for exams Individual Provision Map & timetable of support
Targeted Interventions: <ul style="list-style-type: none"> Phonological Awareness Training scheme – multisensory phonics intervention supported by SpLD teacher from Pupil Support Services Precision teaching for reading and spelling - 1:1 work on precision teaching grid daily with 5 new target words per week Nessy Reading and Spelling intervention (6 years – 11 years) intervention aimed at developing children's reading and spelling through systematic synthetic phonics and later in spelling, morphology, vocabulary and comprehension Dynamo Maths (6-11 years) evidence-based specialist intervention to support pupils struggling with maths 			



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	All pupils Wave 1- Quality first teaching	Some pupils Wave 2- small group intervention	Few pupils Wave 3
3. Social, Emotional & Mental Health	<ul style="list-style-type: none"> All staff are aware of children's needs through the use of one page profiles Our Growth Mindset approach supports pupils to become lifelong learners Children have opportunities to undertake positions of responsibility around the school: The Learning Council, Caritas Ambassadors, E-Safety, Ambassadors, Reading Buddies, Bee Buddies, Chaplains and JPLA Sports Leaders. Play leaders to support positive play Children's Mental Health week and Anti-bullying week PHSE lessons and workshops Displays – strategies linked to characters to develop Growth Mindset, Sunnygrams Sensitive seating – use of good role models Specific behavioural skill taught and agreed in whole class Behaviour Plans and sent home Class behaviour chart – reminder of rule Clear routines – matched by visual displays Use of positive praise and clear expectations Strategies for independence taught and modelled eg. use of equipment, writing aids Time spent nurturing good relationships with pupils and parents – open door policy, positive start and end of day Opportunities given to share concerns and worries – Learning Mentor available for drop in sessions Responsibilities shared between pupils in class 	<p>Focused group work with Learning Mentor to support positive social, emotional and mental health:</p> <ul style="list-style-type: none"> Socially Speaking group – develop social skills Nurture group – develop social skills such as turn taking, sharing, eating in a group Cooking – developing life skills Mentoring in class Playtime structured activities supported by a TA or play buddy Use of gratitude diary Boxall Profile assessment and group learning plans delivered by Learning Mentor /class TA 	<p>We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs:</p> <ul style="list-style-type: none"> Educational Psychologist support (EP) Assessments and advice from Pupil Support Services – BLIS Team (ADHD/Behaviour support) Support sought from Healthy Young Minds / Tameside Families Together / Early Help Boxall Profile assessment and 1:1 learning plan delivered by Learning Mentor Allocation of a Key Person planned reward system/brain breaks Agreed areas used to calm down or for time out Weighted blanket Arranged times to speak to key person e.g. after play Low key tasks with increased structure and predictability when needed planned reward system/brain breaks Use of private signal – to signal need for time out Shortened instructions Agreed visual symbol when pupil distressed or not coping Risk management plan / individual behaviour plan (contingency map) Now and next board Individual Provision Map & timetable of support
		Targeted interventions <ul style="list-style-type: none"> Boxall Profile - assessment and individual learning plans developed around the child's needs delivered by Learning Mentor / class TA Play Therapy – can be sought if recommended by professionals such as an Educational Psychologist 	



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	All pupils Wave 1- Quality first teaching	Some pupils Wave 2- small group intervention	Few pupils Wave 3
4. Sensory and Physical Need	<ul style="list-style-type: none"> All staff are aware of children's needs through the use of one page profiles Sensory play - use of sensory activities to promote well-being and physical activity Varied active play facilities in EYFS e.g. sand pit, climbing frame, balance bikes, water play PE taught by specialist coach Monitoring safety in practical lessons and PE Flexible teaching arrangements e.g. pencil grips, pens Brain gym breaks used in classroom Resources for concentration – spaghetti balls, sensory cushions, blu tack, chew aids Varied extra-curricular activities – sport, music, drama, specific interests Children with temporary difficulties acknowledged and catered for e.g. hearing loss with cold / glue ear Classroom setup facilitates learning e.g. all can see and hear teacher – teacher stands with light on face, teacher not talking when facing board, teacher not covering mouth Teacher repeats what others have said from front so that all can hear other children's contributions Wheelchair access available See Accessibility Plan for further information on adaptations to the environment 	<p>Focused group work to support sensory and physical needs:</p> <ul style="list-style-type: none"> Strategies and support sought from Occupational Therapy (OT) or the Pupil Support Services Sensory Support Team (Visual and Hearing Impairment) Staff Continued Professional Development (CPD) related to specific needs (e.g. peg feeding) Learning assistant training in specific interventions and strategies Reduction of over- stimulation e.g Ear defenders, screens around workstations Fine and Gross motor intervention programmes 	<p>We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs:</p> <ul style="list-style-type: none"> Referral to Occupational Therapy (OT) or the Pupil Support Services Sensory Support Team (Visual and Hearing Impairment) Individual Healthcare plan Equipment for special needs purchased when needed Access to a school nurse If applicable, specific support from a 1:1 TA Intervention programmes as recommended by the OT Physiotherapy programmes Support for intimate care / changing table Use of dark tent to avoid sensory overload Adaptations for Hearing Impairment eg. pre-teaching, sitting at front, face pupil to facilitate lip-reading, support oral presentations with visual cues, use of signal from pupil to show they haven't understood, short simple instructions Adaptations for Visual Impairment eg. pre-teaching, clear or enlarged print, larger-lined paper, tactile indicators to find information, use of aids such as magnifiers, use pupil's name to get attention Adaptations for pupils with dyspraxia or motor co-ordination difficulties e.g. box under seat, writing slope, larger lined paper, triangular pen/pencil, spring-loaded scissors
		<p>Targeted interventions</p> <ul style="list-style-type: none"> Write from the Start – intervention programme to develop the fine motor and perceptual skills necessary for effective handwriting 	



Appendix: Social Communication Strategies

Social Communication – Emerging Needs

Pupils Needs	Strategies and Interventions	Resources	Expected Outcomes
<ul style="list-style-type: none">- Difficulty knowing how to talk and listen to others in a conversation- Difficulty making and maintaining friendships- Anxiety in busy, unpredictable environments- Difficulty coping in new or unfamiliar situations- Over/under sensitivity to touch, light, taste, sound, smell or colour	<ul style="list-style-type: none">- Say what you mean (explain double meanings, avoid sarcasm etc.)- Preparation for change of activity or lesson- Visual prompting and cues of timetable, instructions, demarcating areas- Systematic organisation / structure of independent learning tasks and activities- Emotional literacy lessons in class- Clear rewards – including individual motivators- Overt expectations made explicit- Calm learning environment- Prompt cards for group roles and conversation skills- Whole school awareness and training	<ul style="list-style-type: none">- Visual timetables, schedules & prompts- First / next board- Social Stories- Role-play social scenarios- Buddy system- Friendships skills – definition and roles- Circle time activities- Monitoring cards, e.g. traffic lights or rating scale- Opportunity for withdrawal/ time-out- Visual prompt cards, e.g. take turns, stay on topic- Emotions cards and activities	<ul style="list-style-type: none">- Reduced anxiety- Improved capacity for independent learning- Increase in social interactions- Improved social relationships and friendships- Independent access to the school day- Enhanced ability to work in groups- Clearer focus of attention- More appropriate behaviour



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Social Communication – Increasing Needs			
Pupils Needs	Strategies and Interventions	Resources	Expected Outcomes
<ul style="list-style-type: none">- Inability to cope with unstructured social situations, including transitions- Inability to use knowledge and skills functionally to generalise to various situations- Difficulty predicting others and understanding their motives- Inability to read the facial expressions of others- Inflexible thinking, including strong routines and rituals- Difficulty understanding rules of social interaction- Attention focused on own needs and interests- Extreme reactions, rather than a graded response	<ul style="list-style-type: none">- Regular mentor support, including adults or peers- Chaperone- TEACCH approaches- Access to time out area or distraction free environment- Regular, short sensory breaks- Personalised Social Stories- Comic Strip Conversations- Small social skills group with baseline assessment- Small friendship skills group- Lego therapy	<ul style="list-style-type: none">- TA/Mentor time- Playscheme helper- Social Stories- Comic Strip- Conversations- Personalised learning station- Exit strategy / card- Time to Talk programme- Socially Speaking- Talkabout - Winslow- Social Communication Skills- Training for staff- Advice/ training from OT	<ul style="list-style-type: none">- Pupil can calmly and independently move around the school at key changeover times- Increased social inclusion- Reduction in distressed behaviours- Skills learned in social group applied to school situation friendships- Greater participation at playtime with less adult intervention



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Social Communication – Significant Needs		
Pupils Needs	Strategies and Interventions	Expected Outcomes
<ul style="list-style-type: none">- Unable to cope with close proximity to other pupils- Physical outbursts if stressed, e.g. another pupil gets too close- Echolalia, rather than meaningful language- Lack of response inhibitions, e.g. can't wait, shouts out, runs off- Physically challenging behaviour- Unusual reactions to sensory stimuli- Difficulties with independence skills, such as dressing, toileting, eating	<ul style="list-style-type: none">- High level of TA support- Specialist team involvement- ASD Partnership, SLT, OT- Alternative teaching space- Training for staff in social communication difficulties- SALT advice- OT advice on equipment	<ul style="list-style-type: none">- Able to access the mainstream curriculum with support- Improved behaviour- Reduced frustration



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Strategies to support primary aged children with speech, language and communication difficulties

Area	Strategies
Listening and attention	<ul style="list-style-type: none">- Gain the child's attention before giving an instruction (e.g. by saying their name)- Reduce distractions in the classroom (e.g. decorative bright colours, equipment on table)- Use visual prompts (e.g. good sitting, good looking and good listening) and reward charts to support- Provide frequent learning breaks and physical movement breaks between activities
Understanding grammar	<ul style="list-style-type: none">- Use short simple sentences and breakdown multistep instructions- Use visuals such as objects, pictures, signs, facial expressions to support spoken language- Allow extra for the child to process what has been said.
Expressive grammar	<ul style="list-style-type: none">- Model back utterances correctly any grammar- Emphasise key words in your spoken language e.g. pronouns, past tense
Understanding vocabulary	<ul style="list-style-type: none">- Pre-teach vocabulary in small groups/1:1 before using in whole class activities- Teach vocabulary practically in a number of different contexts /throughout the curriculum
Expressive vocabulary	<ul style="list-style-type: none">- Support the child to talk around the word they are struggling to use (e.g. prompt around where you would find it, what does it look like, what sound it begins with etc.)- Play fun and engaging word games with the child (e.g. headbands, category generations, I spy with my little eye)



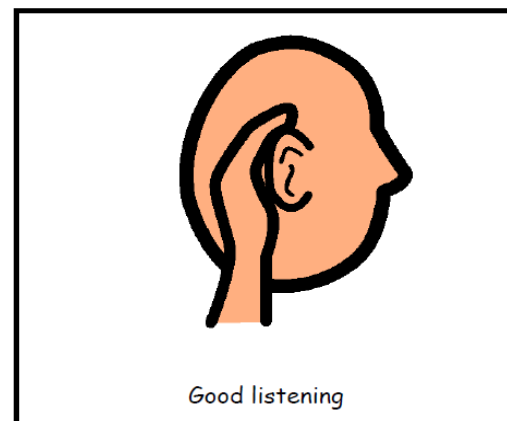
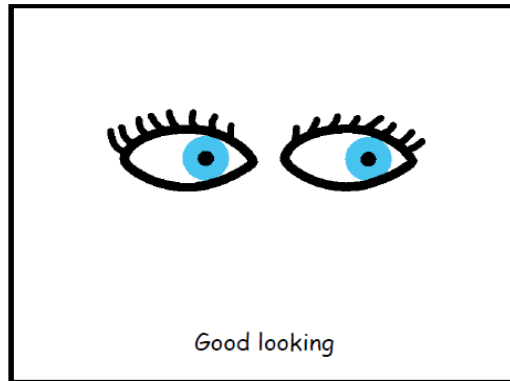
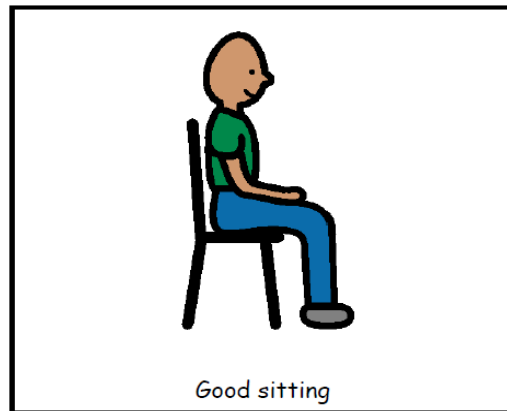
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Understanding narrative	<ul style="list-style-type: none">- Focus on 'wh' questions that the child does not understand after reading books in class- Encourage the child to seek clarification when they haven't understood the story- Encourage the child to link ideas together in a text (spoken/written)
Expressive narrative	<ul style="list-style-type: none">- Use a narrative planner to support child to structure their stories- Set up opportunities for regular story telling e.g. weekend news- Encourage story telling in a number of different ways (e.g. role play, puppets etc.)
Speech sounds	<ul style="list-style-type: none">- Develop listening and discrimination skills (e.g. environmental sounds/ instruments/ Letters and Sounds)- Develop phonological awareness skills (e.g. rhyme and syllables)- Model back the child's utterances correcting any errors. Do not ask the child to repeat after you.
Stammering/ fluency <i>Please refer directly to the team with there are concerns regarding a stammer.</i>	<ul style="list-style-type: none">- Slow down your rate of speech to create a relaxed atmosphere when talking – don't ask the child to slow down- Reduce the number of questions that you ask, try commenting instead- Acknowledge the stammer if they show frustration and/or distress- Make sure everyone gets a turn to talk and do not finish their sentences for them
Social communication	<ul style="list-style-type: none">- Provide opportunities to practise social skills as part of a small group (e.g. turn taking, sharing, asking questions)- Encourage the child to recognise a range of emotions- Set up small group activities/peer support especially within the playground.



Resources





Vocabulary Checklist

Complete this checklist for new words that your child is learning!

Word:

What does it do? What do you do with it?



Where do you find it?



What category does it belong to?



What does it look like?



What does it feel like?



What parts does it have?



How many syllables has it got? Clap out the word and find out!



What sound does the word start with? Say the word and find out!

cat

What does the word rhyme with? You can use sensible words or silly made-up words!

cat
mat
rat

Story Planner

When



Who



Where



What
happened



The End



Task Plan

What do I need? 1 4
 2 5
 3 6

What do I need to do?

1..... ☐

2..... ☐

3..... ☐

Anything else?

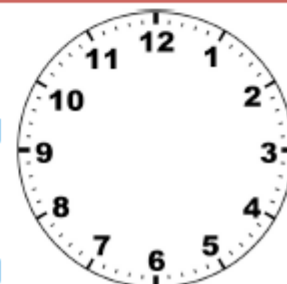
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Reward

How long?

F
I
N
I
S
H



Now

A large, empty square box with a light blue border, intended for a drawing or diagram.

Next

A large, empty square box with a light blue border, intended for a drawing or diagram.