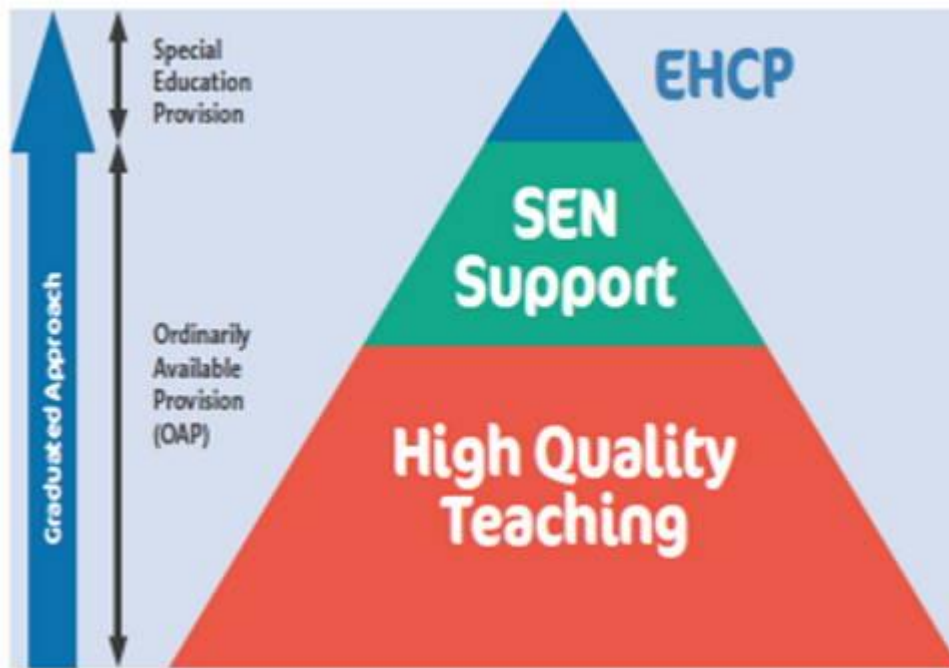


Provision Map of SEN Support

St Mary's CofE Primary School

At St. Mary's, all the children have access to Ordinarily Available Provision (OAP), which is a tool that offers advice and strategies to Surrey schools so that they can help all children learn in a way that suits them best. This includes 'High Quality Teaching' and additional provision known as Special Educational Needs (SEN) Support.



EHCP

- Children and young people who require a higher level of support than SEND Support Arrangements can facilitate, may require an Education, Health and Care (EHC) plan.

SEN Support

- This is an additional level of support that children receive if their needs cannot be met via High Quality Teaching strategies. This support is provided via the Ordinarily Available Provision (OAP), which allows us to identify reasonable adjustments, minor adaptations, and supportive strategies that can be scaffolded around the child to help them continue to make the progress we know they are capable of. This support covers four broad areas of need: cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical needs. Some children may need a level of additional support e.g. a 6 week intervention to help them catch up in an area of the curriculum.

High Quality Teaching

- Most children and young people have their needs met and make progress with support from what is ordinarily available. High Quality Teaching considers the needs of learners which then informs planning and delivery to make learning accessible. This may involve teachers using a range of strategies to meet the individual child's needs.

The table below includes examples of the type of support available for each of the four broad areas of need. Please note this list is not exhaustive.

Cognition and Learning		
High Quality Teaching/ Universal Support	SEND Support	EHCP
- Adapted curriculum planning, activities, delivery and outcome - Support from adults within the class: to support the children's independent learning - Modified environment e.g. individual workstation - Promoting and encouraging an organised learning space. - Seating position that will encourage optimum engagement - Reducing background noise - A variety of teaching methods. Example - such as sound clips, videos, rhymes - Movement breaks - Giving information in short chunks, repeating, and allowing time for processing - Explicitly teaching/praising good listening - Breaking tasks down into manageable size - Dual coding. I.e. Visual prompts to remind children of the activity/task - Timers to help children to understand how long they need to focus for - Visual timetables available to demonstrate the structure and expectations of the day - Concentration/focus aids, wobble cushions, weighted blankets available - Adapted resources, PowerPoint, handouts with visuals, avoiding heavy text handouts - Retrieval practice - Explicit teaching of metacognitive strategies - Writing aids such as: writing frames, phonics mats, sound buttons, task boards etc. - Alternative means of recording information such as through typing - Use of manipulatives	As for HQT plus: 1:1 support (in specific areas e.g. pre-teaching) - A direct teaching approach (Precision Teaching and Literacy for All) which focuses on high quality, explicit and systematic instruction - Targeted Intervention e.g. Read Write Inc, Maths Sneaky Peeks - Increasing curriculum adaptations - Pre-teaching/Post-teaching - Access to specialised equipment e.g. laptop for writing - Access to outside agencies e.g. STIP, Educational Psychologist - Individual Learning Plan/ One Page Profile	As for HQT and SEND support plus: - Highly adapted curriculum (personalised learning programme) - High level of in class support - Annual Review process and monitoring - Individual costed provision map - Individual Learning Plan

Communication and Interaction		
High Quality Teaching/ Universal Support	SEND Support	EHCP
- Adapted curriculum planning, activities, delivery and outcome - Visual timetables - Support from adults within the class: to support the children's independent learning - Adjust the language level when giving instructions - Preparation for routine change - Check understanding by asking questions/requesting feedback - Working area with minimal distractions - Using the child's name to gain and engage attention - Providing waiting time before engaging to ensure they have heard and have provided attention - Dual coding and visuals to support with routines - Key words accessible to support topic learning - Visual prompts to support language including key vocabulary, now and next, visual timetables - Communication cards, or universally understood signals to ask for help and indicate needs - Gestures that reinforce positivity. Example – thumbs up, smile etc. - Providing opportunities for practising Oracy skills. Example - circle time, small group work, when working with a partner - Use of assistive technology where appropriate - Use of visual prompts and reminders for the social expectations - Social stories and comic strip conversations to support social understanding - Zones of Regulation to aid emotional management	As for HQT plus: - Structured and individualised teaching approach. I.e. TEACCH method - Speech and Language support programme - Specific speech and language strategies to be used in class - Increasing curriculum adaptations - Specific teaching of social skills (ELSA, Learning Mentor) - Targeted Intervention e.g. Attention Autism - Staff trained in challenging behaviour - Support for transition between tasks e.g. Now and Next board - Access to safe space - Additional brain breaks - Access to outside agencies e.g. Woodlands ASD Outreach, Speech and Language Therapist - Individual Learning Plan/ One Page Profile	As for HQT and SEND support plus: - Regular input from speech therapist - Daily speech therapy - Staff trained and skilled in teaching children/young people with significant communication and interaction needs - Staff trained and skilled in responding to challenging behaviours - Annual review process and monitoring - Individual costed provision map - Individual Support Plan

Social, Emotional and/or Mental Health		
High Quality Teaching/ Universal Support	SEND Support	EHCP
- Consistent behaviour management by all staff including regular reinforcement of positive behaviours - Visual timetables - Positive praise and reward systems - Building positive relationships with key adults - Regular check-in and/or reassurance opportunities - Reinforce strengths and areas of interest - Small group work opportunities with friends or social skills, nurture groups - Clear boundaries and expectations of all children through our co-created Code of Conduct - Use of choices to give the child some control - Opportunities for responsibility where appropriate - Restorative practices after incident - Access to 'safe space' for self-regulation and activities that reduce stress - Clutter free classrooms - Opportunities for movement breaks - Use of Zones of Regulation - Access to resources such as fidget toy, wobble cushion etc. - Activities broken into achievable chunks - Reduced language at times of anxiety	As for HQT plus: - Access to Learning Mentor/Emotional Literacy Support Assistant - Targeted Intervention e.g. Zones of Regulation - Access to safe space - Adapted timetable - Break or lunchtime support - Calm and consistent approaches in place to manage behaviour by all staff - Awareness of pupils' individual needs shared across staff team, as appropriate (One Page Profile) - Access to outside agencies e.g. Mindworks (School Based Needs Team), Specialist Teachers for Inclusive Practice) - Allocate a key adult/teacher to the child - Risk assessment - Emotional Based School Non-Attendance (EBSNA) support plans - Individual Learning Plan/ One Page Profile	As for HQT and SEND support plus: - Additional adult support as appropriate - Regular access to Learning Mentor/ELSA - Staff trained and skilled in supporting children with significant behavioural needs - A highly modified learning environment - Adaptations for trips and additional staffing where needed - Individual costed provision map - Learning Plan - Annual Review process and monitoring

Sensory and/or Physical		
High Quality Teaching/ Universal Support	SEND Support	EHCP
▪ Extra time to complete tasks when needed ▪ Careful consideration of classroom layout and seating plan to allow for independent movement around the room, good visual access and access to support ▪ Ensuring the child is face on when giving instructions and cue by name ▪ Visual reinforcement (pictures and handouts), to support learning ▪ Where appropriate and/or necessary, arranging for other children to act as buddies ▪ Planning of learning tasks includes rest breaks or movement breaks, as required ▪ Off-site trips are carefully planned taking into account accessibility ▪ Encourage and develop independence moving around the school building ▪ Nurturing environment ▪ Accessible 'calm' space ▪ Alternative seating in lunch hall/assembly ▪ Individual toolkits for pupils, including sensory items ▪ 'Sensory seeking' equipment: wobble cushion, TheraBand, weighted pad/ blanket etc.	As for HQT plus: ▪ Sensory circuits ▪ Occupational Therapy resource pack ▪ Direct intervention (Targeted Support) ▪ Access to specialist services e.g. PSS, OT, Physio ▪ Follow programme from specialist service ▪ Opportunities for rest ▪ Individual Learning Plan/ One Page Profile ▪ Adapted environment – See Accessibility Policy Hearing impairment: ▪ Environmental adaptations. I.e. acoustic panels ▪ Visual reinforcement (pictures and handouts), to support learning ▪ Staff to be trained in supporting children with a Hearing Impairment ▪ Follow programme and advice from specialist service Visual impairment: ▪ Access to equipment. I.e. Slanted desks, adapted exercise books with darker lines, black pen, worksheets/ materials with reduced visual clutter etc. ▪ Staff to be trained in supporting children with a Visual Impairment ▪ Programme and advice from external professionals is followed	As for HQT and SEND support plus: ▪ Occupational Therapy Programme ▪ Physiotherapy Programme ▪ Equipment arrangements ▪ Adapted resources ▪ AAC – Augmentative and Alternative Communication ▪ Highly adapted environment ▪ Adapted curriculum to allow access e.g. scribe ▪ Adaptations for trips and additional staffing where needed ▪ Individual costed provision map ▪ Learning Plan

Physical Disability:

- Teaching takes account of physical and medical needs
- Adaptation, support and equipment is planned and put in place so that the child can access their learning. Additional consideration is given to practical subjects such as Physical Education (PE), technology and science
- Children can demonstrate their learning in a variety of ways
- Risk Assessment to ensure safe access to curriculum activities
- Staff to be trained in supporting children with a Physical Disability
- Programme and advice from external professionals is followed
- Access to assisted technology and adapted equipment as advised by professionals. i.e. Height adjustable tables, Clicker programme.
- Transitions into and around the school site are identified and alternative routes are put into place as required
- A personal emergency evacuation plan (PEEP)