



## New Swannington Primary School Provision SEND Map

### A graduated approach to support

<b>Cognition &amp; Learning</b>		
<b>Quality First Teaching –universal provision for all children</b>	<b>Targeted Provision – narrowing the gap- additional provision for some children</b>	<b>Personalised provision- high level of personalised provision for a few children</b>
<p>Use pupil’s name and gain eye contact before giving instructions</p> <p>Clear instructions, breaking down longer instructions into one step at a time</p> <p>Check understanding of vocab used – clarify, display and refer back to new and /or difficult vocab</p> <p>Pre teach key vocab</p> <p>Knowledge organisers</p> <p>Dyslexia friendly environments</p> <p>Check for understanding by asking pupil to repeat/explain to a response partner or adult</p> <p>Adult modelling</p> <p>Writing frames</p> <p>Visual timetables</p> <p>Give pupil thinking time before response needed</p> <p>Visual clues and prompts: phonics charts and mats, word mats, working walls</p> <p>Collaborative working opportunities- mixed ability/pairs/talk partners</p> <p>Repetition, overlearning and reinforcement of skills/retrieval</p> <p>Adapted tasks</p> <p>Alternative recording methods: mind mapping, audio recording, posters, scribe, use of ICT</p> <p>Pencil grips, writing boards, harder pencils, left-handed equipment</p> <p>Coloured backgrounds for boards(blue/green)</p> <p>Same font throughout school (Sassoon primary)</p> <p>Pupil seating</p> <p>Multi- sensory approaches</p> <p>Individual / desk copy of resources to annotate</p> <p>Dates, titles, big questions provided to avoid excessive writing</p>	<p>Group reading intervention – Project Code X (KS2)</p> <p>Group phonics intervention (Essential Letters and Sounds Keep Up)</p> <p>1:1 phonics intervention (Essential Letters and sounds Keep Up)</p> <p>Daily 1:1 reading with adult</p> <p>Group Numeracy Intervention (Power Maths/Maths Flex)</p> <p>Harder to read and spell words (precision teaching)</p>	<p>SEN passport and individualised small step targets</p> <p>Adapted Reading Buddy for school and home</p> <p>Personalised Maths at reduced pace and adapted (Flex Maths)</p> <p>Daily reading in school to an adult</p> <p>Individualised knowledge organisers</p> <p>Individualised IT resources, e.g., Dictaphone/iPad/camera</p> <p><b>Possible advice from external agencies</b></p> <p>Eye sight</p> <p>Hearing test</p> <p>Dyslexia screener</p> <p>Dyscalculia screener</p> <p>Specialist Teaching Service Session (LEA SENA)</p> <p>Forest Way Surgery/ Outreach</p> <p>Education Psychologist</p> <p>School Nurse Service</p> <p>GP / Community Paediatrician</p> <p>Early Help Referral</p>



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<b>Communication &amp; Interaction</b>		
<b>Quality First Teaching –universal provision for all children</b>	<b>Targeted Provision – narrowing the gap- additional provision for some children</b>	<b>Personalised provision- high level of personalised provision for a few children</b>
<p>Pair pupils to create opportunities for modelled conversations</p> <p>Adult modelling (sentence starters)</p> <p>Preparation – pre warn pupil of change in activity or lesson</p> <p>Visual prompt cards and cues</p> <p>Visual prompt/posters for good listeners/ speakers</p> <p>Social stories to support understanding of social situations</p> <p>PSHCE curriculum – emotions and interaction/ colour monsters and bee words</p> <p>Clear, simple, reduced explanations and instructions, one step at a time</p> <p>Additional time to process verbal information</p> <p>Check understanding (by asking pupil to repeat/explain)</p> <p>Talk partners</p> <p>Pre – teach key vocab/adapted knowledge organisers</p> <p>Application of specific communication targets</p> <p>All adults in school modelling correct vocab, pronunciation and grammar</p> <p>Modelling back correct speech sounds, tense etc. in a positive manner</p>	<p>Social Communication Groups (Time to talk, social Communication 1,2)</p> <p>Family Support Worker involvement</p> <p>Talk Boost</p> <p>Lego Therapy</p> <p>Small Group P.E. sessions</p> <p>Engagement trackers (simple numbered timetable)</p>	<p>SEN passport and individualised small step targets</p> <p>Makaton/PECS</p> <p>Individual SALT programme</p> <p>Individualised Knowledge Organisers for vocab</p> <p>Personalised Social Stories</p> <p>Personalised visual timetable</p> <p>Now/next cards to break lessons into smaller chunks</p> <p>Now/next cards to model task then reward</p> <p>Play and lunch time group/zoned areas for play/ additional adults modelling play</p> <p>Jobs/tasks in school to support interaction</p> <p><b>Possible advice from external agencies</b></p> <p>Hearing test</p> <p>Eye test</p> <p>SALT</p> <p>Early Help Referral</p> <p>Oakfield Outreach</p> <p>Autism Outreach Team C&amp;I Surgery</p> <p>Autism Trust resources</p> <p>ADHD Solutions</p> <p>GP/Community Paediatrician</p>



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<b>Social, Emotional and Mental Health</b>		
<b>Quality First Teaching –universal provision for all children</b>	<b>Targeted Provision – narrowing the gap- additional provision for some children</b>	<b>Personalised provision- high level of personalised provision for a few children</b>
<p>Clear whole school behaviour/trauma informed practice policy</p> <p>Visual and verbal prompts to reinforce rules; Be Safe, Be Kind, Be Respectful, Be Aspirational</p> <p>All pupils greeted by key staff on entry and waved good bye on exit</p> <p>Consistent use of rewards and where necessary immediate learning opportunity driven sanctions</p> <p>Positive praise / reward systems, e.g., dojos /star of week/golden tickets</p> <p>Opportunities for social and emotional development, e.g., circle time, buddy systems, friendship strategies</p> <p>Social seating and choice</p> <p>Structured routines and clear guidelines</p> <p>Time out/calming/self-regulation strategies, e.g., colouring, music and areas, e.g., den tents, the hive</p> <p>Movement breaks</p> <p>Fidget toys</p> <p>Calm spaces</p> <p>PSHCE Curriculum</p> <p>Assemblies focussing on mental health and wellbeing</p>	<p>ELSA</p> <p>Family Support Worker</p> <p>Family Liaison Worker</p> <p>Lunchtime Club</p> <p>Social Communication Groups</p> <p>Social stories</p> <p>Transition preparation/objects/tasks/timings</p>	<p>SEN passport and individualised small step targets</p> <p>Access to time out areas/tents</p> <p>Designated work space/area with reduced distraction/stimuli</p> <p>De-escalation plan (on passports)</p> <p>Personalised Social Stories</p> <p>Personalised visual timetable</p> <p>Now/next cards to break lessons into smaller chunks</p> <p>Now/next cards to model task then reward</p> <p>Individualised 5 point scales</p> <p>Individualised rewards</p> <p>‘Down time’</p> <p>Adapted curriculum</p> <p>Reduced / adapted timetable</p> <p><b>Possible advice from external agencies</b></p> <p>Early Help Referral</p> <p>Inclusion Service</p> <p>Oakfield Outreach</p> <p>Forest Way Outreach</p> <p>Autism Outreach Team</p> <p>ADHD Solutions</p> <p>GP /Community Paediatrician</p> <p>Education Psychologist</p> <p>CAHMS</p>



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<b>Sensory and/or Physical</b>		
<b>Quality First Teaching –universal provision for all children</b>	<b>Targeted Provision – narrowing the gap- additional provision for some children</b>	<b>Personalised provision- high level of personalised provision for a few children</b>
<p>Reduce background noise Calm displays Improved acoustic environment Good lighting Appropriate room temperature Considered pupil seating Uncluttered and well organised learning environment and materials Colour contrast materials (including blue/green whiteboard) Good quality resources Individual copies of resources Chunky pencils, pencil grips, writing slopes Use of alternative recording methods Accessible toilets Ramps/ grip rails/ coloured steps Adaptive curriculum, e.g., rest breaks in P.E. Forest School Consistent visuals throughout school</p>	<p>Use of sensory tent/ box/resources Big Moves Dough disco Occupational Therapy Intervention Programme (fine motor/handwriting) LDA handwriting programme Small group additional physical sessions Familiar classroom organisation</p>	<p>SEN passport and individualised small step targets Use of Makaton/PECs Use of hearing aids/radio aids Ear defenders Use of individual iPad/eye ball/enlarged print resources Touch typing programme Specialist seating, e.g., bubble cushion Specialist equipment, e.g., writing slopes, pencil grips, weighted blanket Chew toys, fidget toys Individual programmes: physiotherapy, occupation therapy Early access to lunch hall / events Individualised risk assessments Intimate care plans Flexible uniform policy/clothing Sensory audit Sensory tent/ sensory toys Sport Partnership events</p> <p><b>Possible advice from external agencies</b> Early Help Referral Oakfield Outreach Forest Way Outreach Autism Outreach Team GP / Community Paediatrician</p>



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