



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in: Writing

Communication & Interaction		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Expressing themselves – opinions using verbal communication Language difficulties may make children unable to access learning	Classroom displays support learning and include, widgets Writing materials match pupil's abilities across all subjects. Pre teaching of new vocabulary/ words needed to access writing Access to supporting IT. Careful consideration of groupings/ pairings. Familiar writing routines and practise. Consistent use of print in and around school. Visual clues for new vocab to support reading of the words. Paired and buddy writing.	High quality inclusive teaching plus additional time limited interventions, designed to increase rates of progress. Additional opportunity in EYFS to start with mark making and talking tins to record sentences orally Small group or 1:1 access to interventions Most qualified adult to work with those with greater need. Opportunities for overlearning and repeated practice. Regular targeted assessment – insights tracker. Colour overlays if assessed and required.



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	Ensure those who need are wearing their glasses. Sound and word mats made available	Pupil positioning in class so they can access support. Providing widget resources/pictorial images for the children to point to, IT resources to support accessibility/alternative ways for children to record their ideas and opinions. Dictated sentences to support children saying it before writing it Use of simple instructions – small steps Careful and appropriate modelling to support understanding Visual aids and dual coding Videos of examples and practice Colourful Semantics approach to support writing Some pupils with significant learning difficulties (such as those whose attainments are at the lower P levels) will always need carefully planned activities that enable them to develop and consolidate their receptive and expressive communication skills on an incremental basis.
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Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Interpretation challenging concepts Cognitive difficulties – ability to understand grammar Processing difficulties	pre-teach vocabulary / key concepts. use prior knowledge to introduce new learning teach key points and keep revisiting check understanding model examples visual aids scaffolding writing prompts frames clear and simple instructions, explicit language used chunk up activities into small steps direct questioning with time given for processing talk / buddy partners model mistake making as part of the learning process, provide visual signals, talk times, alternatives to writing opportunities for over learning	Stem sentences – provide the language to the children so they can give opinions, especially when predicting and concluding. Videos/ songs/ models used to support understanding and aid memory Scaffolding to support pupils Widget word mats/resources/displays to support access Lots of worked examples in and out of context to support children in learning grammar Use of shorter/less complex sentences in resources given



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	copy of IWB slides as handouts coloured paper / screens / overlays extra time given or content reduced -read text to the learner uncluttered worksheets advance warning of questions being asked opportunities for direct and practical activities	
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Social, Emotional & Mental Health		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Low self-esteem Social difficulties – may struggle with group work	Think about seating position calm partner Agree a safe haven Agree an exit strategy Short, chunked activities Brain breaks / movement opportunities Anticipate activities that are high arousal, may cause stress or anxiety Set tasks with clear end goals Calm but fair approach	Share celebrities who had challenges and highlight the contributions that they made e.g. people with dyslexia Pre-teach key information so they feel prepared for the lesson and can be an 'expert' Carefully consider seating/buddy system, ensure those who need additional adult



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	Distraction / humour techniques Model behaviour expected Label the behaviour not the child Element of choice in tasks Positive adult language at all times Catch the 'good' and identify it Planned reward systems, consistent use of these Access to alternative recording systems Build confidence and self-esteem –ensure the young person knows they are valued Provide scaffolds Build positive relationships Prepare for changes to routine -Nurturing practices Clear, simple statement of behaviour Provide 'take up time' Reward system	support have access to this particularly at the start Provide clear, specific instructions and outline expectations High expectations for SEND pupils who can achieve with scaffolded support
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Sensory and / or Physical



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Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Fine motor skills/physical difficulties Tactile quality of materials	Use of audiological equipment Visual aids ICT equipment Cue and reinforce listening and attention skills Check understanding by reinforcing and repeating instructions, Pre-teaching where necessary Subtitles if needed Speak clearly and at a normal speed Ensure pupils speak one at once Handouts -Verbal instructions as well as written Ensure any sensory difficulties are considered at the point of planning	Chunky pencils Pencil groups Handwriting assessments and interventions to support fine and gross motor skills Tables to record information clearly Consider grouping carefully Choosing appropriate resources and manipulatives for each individual child's need e.g. sand to support letter formation Provide additional ways to record info (video/ICT etc) Being mindful of the noise level / smells/ feel