



Applegarth Primary School

Whole School Provision Map

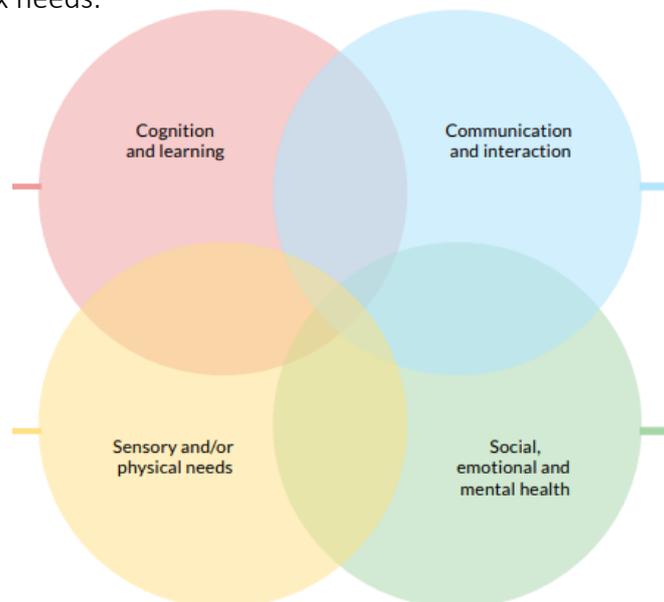
This document provides an overview of the SEND provision at our school. It can be used:

- As a starting point to identify areas of initial concern *At a Glance* (AAG)
- To generate ideas to implement within the classroom
- To assist in the writing of *Individual Provision Map* (IPM) targets
- To signpost possible interventions or resources
- To explain provision to families

Although the provision map is partitioned into different areas of need, it is important to realise that the use of 'labels' for children has a pragmatic use, but can direct attention away from other needs. It is very common for co-morbidity to be present, where elements of different learning difficulties can be present at the same time (see '*Plotting overlapping needs for pupils with SEND*' in the appendix to this document). The important thing is to take time getting to know the individual so that provision can be tailored as closely as possible to need.

It is important to remember that staff members cannot *diagnose* specific learning difficulties, but we can *identify* traits and needs.

In some areas, there is wave 1 – 3 provision listed. These indicate levels of severity for increasingly complex needs.



- [Communication and interaction](#)
- [Cognition and learning](#)
- [Sensory and/or physical](#)
- [Social, emotional and mental health](#)

[Appendix 1 – Plotting Overlapping Needs](#)



SEND: Whole School Provision Map

Communication and Interaction (social)

Pupil's needs (assess or <i>intent</i>)	Intervention and targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
<ol style="list-style-type: none"> 1. Difficulty knowing how to talk and listen to others in a conversation 2. Difficulty making and maintaining friendships 3. Anxiety in busy, unpredictable environments 4. Difficulty coping in new or unfamiliar situations 5. Inability to cope with unstructured social situations, including transitions 6. Inability to use knowledge and skills functionally to generalise to various situations 7. Difficulty predicting others and understanding their motives 8. Inability to read the facial expressions of others 9. Rigid thinking, including strong routines and rituals 10. Difficulty understanding the rules of social interaction 11. Difficulties in understanding rules of politeness and manners e.g. may speak to headteacher like a friend 12. Attention and conversation focused on own needs and interests 13. Extreme reactions, rather than a measured response 14. Problems with unwritten rules e.g. you don't talk in assembly 15. Unable to cope with close proximity to others 	<ol style="list-style-type: none"> 1. Say what you mean (explain double meanings, avoids sarcasm etc.) 2. Preparation for change of activity or lesson 3. Visual prompting and cues – timetable, instructions, demarcating areas 4. Systematic organisation of independent learning tasks and activities 5. Emotional literacy lessons in class 6. Clear rewards and sanctions – including motivators 7. Overt expectations made explicit 8. Calm learning environment 9. Prompt cards for group roles and conversation skills 10. Whole school awareness and training 11. Regular mentor support, including adults or peers 12. Access to time out area or distraction free environment 13. Regular, short sensory breaks 14. Paired or 1:1 curriculum tasks with differentiated support 15. Individual work station and individual visual timetable 16. Specific interest clubs <p>Individualised programme, including interventions supported by the SENCo/outside professionals (see below)</p>	<ol style="list-style-type: none"> 1. Reduced anxiety 2. Improved capacity for independent learning 3. Increase in social interactions 4. Improved social relationships and friendships 5. Independent access to the school day 6. Enhanced ability to work in groups 7. Clearer focus of attention 8. More appropriate behaviour 9. Pupil can calmly and independently move around the school at key changeover times 10. Reduction in distressed behaviours 11. Skills learned in social group applied to school situations 12. Greater participation at playtime with less adult intervention 13. Able to access the mainstream curriculum with support 14. Reduced frustration 15. Improved mental health

<p>16. Physical outbursts if stressed, 17. Echolalia, rather than meaningful language 18. Lack of response inhibitions, e.g. can't wait, shouts out, runs off 19. Literal understanding of languages, struggles to understand sarcasm/humour/idiom/metaphor 20. Physically challenging behaviour 21. Unusual reactions to sensory stimuli 22. Difficulties with independence skills, such as dressing, toileting, eating 23. May seem to have a phobia of speech with some adults (selective mutism)</p>		
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Resources	Interventions
<p>1. Visual timetables (widgit symbols), schedules & prompts 2. First / next board 3. Social Stories 4. Circle time activities 5. Structured lunchtime/break activities (20:20:20) 6. Self-monitoring cards, e.g. traffic lights or rating scale 7. Time-out system/safe place to retreat to/exit strategy/card 8. Visual prompt cards, e.g. take turns, stay on topic 9. Personalised learning station 10. Focused TA support 11. Alternative teaching spaces</p>	<p>1.Small social skills and/or friendship group with baseline assessment 2. Socially speaking - AH 3. Talkabout - AH 4. TA/Mentor time - AH 5. Lego Therapy – AH/CR/DB 6. Talk boost – DB/CR (KS1), SB (KS2)</p>

Assessments	Links
<ol style="list-style-type: none"> 1. Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs 2. Referral to hub 	<ol style="list-style-type: none"> 1. The Communication Trust primary and secondary school age progression tools may be used to assess language skills https://www.thecommunicationtrust.org.uk/ 2. The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives. https://www.autismeducationtrust.org.uk/ 3. The SMIRA website gives resources for children and young people with selective mutism. http://www.selectivemutism.org.uk/

Communication and interaction (language)

Pupil's needs (assess or <i>intent</i>)	Intervention and targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
<ol style="list-style-type: none"> 1. Difficulty when saying words or sentences 2. Difficulty understanding words or sentences 3. Difficulty following/processing instructions 4. Short attention span 5. Comprehension and/or decoding affected in literacy 6. Considerable difficulties with receptive and/or expressive vocabulary 7. Short and inaccurate sentences – oral and written 8. Considerable difficulty understanding words, sentences and instructions 9. Severe difficulties with receptive and expressive vocabulary 10. May speak and understand at a single word or phrase level 11. Difficulty in formulating a spoken sentence 12. Severe difficulty understanding words, sentences and instructions 	<ol style="list-style-type: none"> 1. Ensure you have the CYP's attention before giving an instruction 2. Clear and simple explanations 3. Chunking instructions 4. Extra time to process what has been said 5. Check understanding of classwork and homework tasks 6. Model correct sentence usage 7. Visual support across the curriculum 8. Broad range of sentence activities, e.g. description, news telling 9. Talk partner opportunities 10. Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way 11. Guided reading for decoding and comprehension, especially inference 12. Whole school awareness and training 13. Language groups for vocabulary, verbs, negatives, questioning, reasoning 14. Vocabulary teaching with phonological/semantic cues 15. Use of information-carrying words when giving instructions 16. Targeted comprehension group 17. Concept development programme 18. Individualised Language Link or S&LT programme 19. Use of Makaton signing by staff 20. Individual vocabulary wordbook 	<ol style="list-style-type: none"> 1. More contributions to class and group discussions 2. Expanded oral and written sentences 3. Increased confidence 4. Improved listening and attention 5. Increase in confidence and self esteem 6. Quicker processing of language 7. Better understanding of lesson content leading to better progress 8. Enhanced reading comprehension 9. Correct usage of grammar, e.g. plurals and tenses 10. Shift from spoken phrases to sentences 11. Wider vocabulary, including core, extended & subject words 12. Improved factual understanding and/or inference 13. Ability to follow longer instructions 14. Improved words and sentences 15. Improved comprehension of basic language, instructions and expectations 16. Improved curriculum access

	Individualised programme, including interventions supported by the SENCo/outside professionals (see below)	
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Resources we offer:	Interventions
1. Widgit vocabulary cards / concept signs and symbols 2. Good listening prompts 3. Making & breaking word activities 4. Coaching for non-literal language, idioms, jokes etc.	SALT programme & advice Makaton – DB Talk boost – DB/CR (KS1), SB (KS2)
Assessment	Links
1. Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs - <i>SALT referral criteria</i> 2. See links for on-line assessments	1. Languagelink/Speechlink is an online assessment system which can be used to screen speech and language skills https://speechandlanguage.info/ 2. The Communication Trust https://ican.org.uk/i-cans-talking-point/ 3. The AET progression tools can be used to assess and track progress, and set objectives https://www.autismeducationtrust.org.uk/

Communication and interaction (speech)

Pupils needs (assess or <i>intent</i>)	Intervention & targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
<p>1. Speech that is sometimes difficult to understand</p> <p>2. Decoding often poor in literacy</p> <p>3. Speech difficulties are impeding literacy development</p> <p>4. Speech may be incomprehensible to an unknown adult or peer</p> <p>5. Specific difficulties in hearing or perceiving speech, particularly in distracting environments</p>	<ol style="list-style-type: none"> 1. Provision of a quiet workstation 2. Application of specific speech targets during the day in a quiet environment 3. Attention and listening activities 4. Oral blending and segmentation linked to reading and spelling 5. Targeted speech group 6. Specific phonemic awareness programme linked to letters 7. Segmentation activities linked to topic and functional vocabulary 8. Speech cueing system, if advised by S&LT, e.g. cued articulation 9. Alternative or augmentative communication (AAC) system- low or high tech, designed by S&LT 10. Total communication approach including Makaton signs, symbols and gestures to communicate needs 11. Consistent support from teacher and TA to reinforce speech sounds throughout the day 12. Support to develop peer relationships and participate in group work when intelligibility is a problem <p>Individualised programme, including interventions supported by the SENCo/outside professionals (see below)</p>	<ol style="list-style-type: none"> 1. Correct pronunciation of sounds in some situations 2. Segmentation of spoken words 3. Improved production of speech sounds (these still need to be applied throughout the day) 4. Some segmentation of vocabulary – syllables, rhyme, phonemes 5. Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level

Resources	Interventions
<ol style="list-style-type: none"> 1. Little Wandle phonics 2. Talk buttons or talking postcards 3. Home/school book/objects of reference box to aid understanding of topic/ functional vocabulary 	<ol style="list-style-type: none"> 1. SALT advice and programme 2. Makaton – DB 3. Talk boost – DB/CR (KS1), SB (KS2) 4. Phonics programme with strong phonological awareness component (Little Wandle)
Assessments	Links
<p>SALT referral criteria</p> <p>Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs</p>	<ol style="list-style-type: none"> 1. LanguageLink/SpeechLink is an online assessment system which can be used to screen speech and language skills https://speechandlanguage.info/ 2. The Communication Trust https://ican.org.uk/i-cans-talking-point/

Cognition and learning

Pupils needs (assess or <i>intent</i>)	Intervention & targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
Wave 1		
<ol style="list-style-type: none"> 1. Low levels of attainment and progress 2. Difficulty acquiring new skills (particularly in literacy and numeracy) 3. Difficulty in dealing with abstract ideas 4. Some speech and language difficulties e.g. generalising information, understanding abstract language 5. Some difficulties with fine or gross motor skills 6. Some signs of frustration 7. Difficulties involving specific skills such as sequencing, ordering, word finding 8. Limited skills in verbal exchanges 9. Avoidance strategies 10. Self-confidence/esteem 11. Difficulties with functional skills 	<p>General</p> <ol style="list-style-type: none"> 1. Visual timetable – supports organisation, reduces anxiety 2. Repetition and reinforcement of skills 3. Tasks simplified or extended 4. Whole school awareness and training 5. Collaborative working opportunities 6. Supported social and emotional development 7. Positive marking 8. Supportive resources (see below) 9. Use of planner explicitly taught 10. Spare equipment to hand 11. Multi-sensory approach to learning 12. Seated front / centre 13. Check for understanding 14. Consistent use of positive language <p>Memory</p> <ol style="list-style-type: none"> 1. Clarify, display and refer back to new/difficult vocabulary 2. Consistent use of terms <p>Sequencing</p> <ol style="list-style-type: none"> 1. Information given in small chunks 2. Jot down key points/instructions <p>Speed of processing</p> <ol style="list-style-type: none"> 3. Clear and simple instructions, breaking down longer instructions and giving one at a time 4. Pre-teach vocabulary 5. Give time before response is needed 	<ol style="list-style-type: none"> 1. Increased/equal access to the curriculum 2. Increased retention of key instructions and information 3. Improved access to learning 4. Able to predict/recount content of lesson 5. Improved social inclusion 6. Ability to work independently 7. Able to record information in a variety of ways 8. Increase in confidence and self-esteem 9. Reduction in anxiety 10. Improved listening and attention 11. Increase self-confidence and self-worth 12. Positive response from pupil voice 13. Increase physical activity/health 14. Able to self-regulate sensory processing

	<p>Visual discrimination/perception</p> <ol style="list-style-type: none"> 1. Differentiated working wall – visual rather than textual 2. Colour-coding ideas / letter patterns <p>Light source in front of teacher</p> <ol style="list-style-type: none"> 3. Use of coloured IWB (interactive whiteboard), backgrounds, gels etc. 4. Visually supportive environments e.g. working walls, word mats 5. Visual cues and prompts <p>Auditory discrimination/perception</p> <ol style="list-style-type: none"> 1. Pupil's name and eye contact established before giving instructions (unless autism is present/suspected) 2. Repeating instructions without variation in words used 3. low sound levels <p>Reading</p> <ol style="list-style-type: none"> 1. Labels using words / pictures (e.g. widget symbols) 2. Paired reading 3. Structured phonic programmes 4. Overlay <p>Writing/spelling</p> <ol style="list-style-type: none"> 1. Spelling strategies taught (e.g. LSCWC, mnemonics, word shapes, words in words etc) 2. Able to access and record information in a variety of ways including IT 	
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Wave 2		
<ol style="list-style-type: none"> 1. Increasing phonological and short term memory difficulties 2. Widening gap in attainment and progress 3. Increasingly low self-esteem 4. Episodes of frustration and/or aggressive behaviours 5. Episodes of dis-engagement 6. Difficulty in forming concepts, especially when information is more abstract 7. Requires first hand sensory experiences 	<ol style="list-style-type: none"> 1. Targeted/guided intervention sessions – literacy/spelling and numeracy 2. Reinforcement and practice input 3. Use of a range of reinforcement programmes (e.g. repeated activities) 4. Multi-sensory practice groups for reading and spelling 5. Structured phonic programmes based on multi-sensory approach 6. Pre-teaching key concepts (e.g. planned opportunities for group pre-teaching key elements) 7. Developing touch typing 8. Study skills / test technique 9. Alternate methods of recording work e.g. mind-mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT (e.g. Clicker 8) 10. Additional time for key curriculum areas 	<ol style="list-style-type: none"> 1. Increased capacity for independent learning 2. Improved self-esteem 3. Developing 'I can' attitude 4. Decrease in number of frustrated and or aggressive behaviours 5. Improved engagement in learning 6. Increased desire to learn 7. Developing bank of secure concepts 8. Clear approach/strategies of what to do when unsure or unclear about learning 9. Narrowing gap in attainment between peers 10. Improved short term memory

Wave 3		
<ol style="list-style-type: none"> 1. Significant difficulty in retaining learning, or significant difficulty in applying learning 2. Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties 3. Disengagement from learning, nonattendance and/or behavioural difficulties 	<ol style="list-style-type: none"> 1. Planned 1:1 daily support for targeted lessons/activities 2. Structured 1:1 daily teaching of specific numeracy/literacy skills identified through diagnostic assessment or similar 3. Personalised learning programmes based on multisensory principles with frequent (e.g. daily) over-learning 4. Precision teaching for literacy and numeracy 5. Additional planning and arrangements for transition including baseline assessments 6. Access arrangements for tests and exams 	<ol style="list-style-type: none"> 1. Able to access mainstream curriculum with clear differentiation and appropriate provision 2. More able to retain information that has been regularly over-learned 3. Able to apply learning in familiar context with some support 4. Less frequent episodes of frustration 5. Improved feeling of self-worth 6. Increase in engagement levels and motivation 7. Increase in independence 8. Increase in attendance in school

	<p>7. Individual mentoring and/or counselling 8. Memory cue cards</p> <p>Individualised programme, including interventions supported by the SENCo/outside professionals (see below)</p>	
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ADHD and ADD specific		
Pupils needs (assess or <i>intent</i>)	Intervention & targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
1. Cognitive NOT behavioural 2. Can be three main types: i) Inattentive (ADD) ii) Hyperactive / impulsive iii) Both 3. Dysregulation of movements 4. Dysregulation of emotions (can be 2-3 years behind emotionally) 5. Can be highly distractable 6. Will move to <i>enable</i> concentration 7. Mind can move very fast 8. Can be inattentive 9. Impulsivity – impaired ability to think through consequences of words / actions 10. Memory difficulties 11. Mental health can be affected	1. Frequent movement breaks 2. Remove peripheral distractions 3. Tactile resources 4. Assistive technology 5. Short, sharp input in lessons 6. If rewards are used, should be immediate and on-going 7. Break lesson into blocks 8. Classroom exercises (e.g. Go Noodle) 9. 15/20 minutes intense exercise immediately before learning (e.g. sensory circuits) 10. Externalise targets – target board (e.g. prioritise self-management) 11. Standing at (raised) desk to work 12. Some may think visually – use visual images 13. Rhyme patterns 14. Sequential mind-maps	1. Greater self-control 2. Improvement in self-esteem 3. Increasing sustained concentration 4. Using strategies to minimise impulsivity 5. Improved mental health

Resources

Wave 1

Wave 2

Wave 3

<ol style="list-style-type: none"> 1. Flexible grouping 2. Dictaphones / dictation apps 3. ACE dictionaries / word banks 4. Laptop/iPad e.g. Clicker 8 6. Vocabulary cards 7. Writing frames 8. Spellcheckers 9. Visual prompts 10. Modified resources 11. Alternatives to copy writing e.g. photocopies 12. Individual whiteboards for drafting 13. Cloze passage 14. Writing frames 15. Letters & Sounds 16. Circle time 17. Buddy systems/study buddies 18. Coloured resources e.g. paper, overlays 19. Reading rulers and Number lines 20. Music to aid concentration and focus 21. Tactile letters 22. Alphabet arc 23. Multi-sensory resources (e.g. highlighter pens, post-its, gelboards, sand tray, letter stamps, shaving foam, key word mats, THRASS chart of phonemes with corresponding graphemes, maths mats, key words on table top) 24. Off-white paper in classrooms 	<ol style="list-style-type: none"> 1. Increasing range of specialist IT equipment e.g. keyboarding skills 2. Wave three maths resources 3. Widgit software 4. Reading programmes e.g. Little Wandle, Project X 5. Target ladders (book resource) 6. Stareway to Spelling (book resource) 7. Clicker8 8. Dyslexia friendly font 9. Voice recognition software e.g. Dragon Dictate 	<ol style="list-style-type: none"> 1. Specialist support and interventions - Education Psychologists (EPs), Advisory teachers, Occupational Therapists (OT), Dyslexia teachers
ADHD		
<ol style="list-style-type: none"> 1. Target board / timer 2. Timetabled exercise - 1:1 or class 3. Low impact learning environment 4. Assistive technology (Clicker 8) 5. Tactile resources 6. Working memory activities 7. See additional resources/interventions for <i>sensory</i> (below) 		

Links	Interventions
<p>https://www.nessy.com/uk/</p> <p>ADDitude website (ADHD)</p>	<p>Literacy</p> <p>NELI for reception (Nuffield Early Language Intervention) – CH Precision teaching – GT/PP/SA/JS/DB</p> <p>Toe by toe (home/school book)</p> <p>Reading intervention (KS1/2) – PP Reading for meaning (Ks1/2) – PP Further Literacy Support (FLS – KS2) – SA Sir Kit’s Quest (Y3) – JS Reciprocal reading – SR Spelling stars (Ks2) – SA/JS/SR</p>
<p>Assessments</p> <p>Salford reading test Dyslexia checklist Dyscalculia checklist Dynamo maths dyscalculia Neurodiversity checklist SNAP</p> <p>Overlay assessment – PP/DB</p>	<p>Rainbow motor skills – PP/SB Speed up (handwriting) – JS</p> <p>Maths</p> <p>Success in arithmetic (UKS2) – PP/SA 1st class at number 1 (support at Y1 level) - CR Plus 1 / Power of two (home/school book)</p> <p>Third Space Learning</p> <p>ADHD Sensory Circuits (PP/SB)</p>

Social, emotional and mental health

Pupils needs (assess or <i>intent</i>)	Intervention & targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
<ol style="list-style-type: none"> 1. Experiencing difficulty in remaining on task, inattentive 2. Inability to follow instructions and routines 3. Presenting as significantly unhappy anxious or stressed 4. Seeking frequent adult support/attention 5. Frequent low level disruptions 6. Failure to make the progress anticipated across many areas of the curriculum 7. Showing signs of frustration and early indications of disaffection or disillusion 8. Difficulty in making and maintaining healthy relationships with peers 9. Presenting as withdrawn or tearful 10. Poor or sporadic attendance 11. Vulnerable to bullying, manipulation or exploitation 12. Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks 13. Engage in bullying type behaviours 	<ol style="list-style-type: none"> 1. Implementation of a whole school framework to support social emotional and mental health such as Thrive or Positive Behaviour Support. 2. Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) 3. Middle leaders to provide staff coaching 4. New or inexperienced staff have access to departmental/key stage colleagues support 5. Well evidenced systems to track progress and monitor both learning and social emotional wellbeing and associated behaviour. 6. Pupils and parents involvement 7. SEAL (Social and Emotional Aspects of Learning) curriculum and activities 8. Differentiated and additional learning activities to engage and motivate 9. Flexible and creative use of rewards and consequences e.g. 'catch them being good' 10. Positive language to re-direct, reinforce expectations e.g. use of others as role models 	<ol style="list-style-type: none"> 1. Whole school practice that is positive and restorative and aids resolution of conflict peacefully 2. Improved staff confidence in managing behaviour that challenges 3. A sense of belonging 4. CYP that feel safe in school 5. Reduced risk taking behaviour 6. Confident and resilient learners 7. Emotionally aware individuals who can self-regulate 8. Positive perception of self 9. Positive engagement and participation in learning 10. Increased levels of independence within CYP 11. Improved concentration and attention 12. Positive social interaction and relationships with others resulting in improved friendships and relationships 13. Able to work collaboratively and independently 14. Self-aware reflective learners 15. High aspirations of self and can-do attitude to achieving goals 16. Reduction in feelings of anxiety, fear, anger 17. Risk assessments and care plans that are co-produced with parents and the child. 18. Clear emergency procedures and care plans shared with staff, parents and child 19. Able to identify emotions that are both comfortable and uncomfortable

<p>14. Uncooperative or defiant</p> <p>15. Demonstrations of behaviour that challenges</p> <p>16. Placing self or others at risk of harm</p> <p>17. Frequent exclusions</p> <p>18. Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm)</p> <p>19. Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety, disorder, phobias, significant self-harming behaviours)</p>	<p>11. Environmental adaptation e.g social seating and proximity to teacher</p> <p>12. Time out systems within the classroom</p> <p>13. Limited choices to engage and motivate</p> <p>14. Peer support systems</p> <p>15. Increased structure, routine and guidance</p> <p>16. Reward chart/system</p> <p>17. Use of metacognition to improve confidence and attitude to learning</p> <p>18. SENCo and others check specific and hidden learning needs e.g. anxiety, depression or ADHD</p> <p>19. Small, carefully thought-out group settings or one-to-one working</p> <p>20. Thrive individual assessments and action plans</p> <p>21. Individual Behaviour Plan or similar plan is drafted with SMART targets</p> <p>22. Regular home/school planner</p> <p>23. A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</p> <p>24. Reinforcement of expectations through verbal scripts & visual prompts</p> <p>25. Class and school mediation strategies e.g. restorative practice</p> <p>26. Calming scripts</p> <p>27. Identify, highlight, understand and build on areas of progress.</p> <p>28. Progress is monitored and reviewed, with constructive feedback</p> <p>29. Experienced learning coaches/mentors/key workers support the group/individual</p> <p>30. Pastoral Support Plan for children who are at risk of disaffection and exclusion</p>	<p>20. Better able to manage uncomfortable feelings such as anger</p> <p>21. Good attendance</p> <p>22. Positive educational and social outcomes</p> <p>23. Accelerated progress and good levels of attainment</p> <p>24. Improved emotional and mental health</p> <p>25. Decrease in incidents of high level challenging behaviour leading to more participation</p> <p>26. Increase in feeling of safety</p> <p>27. Beginning to feel an increase in confidence and well-being</p> <p>28. Beginning to trust adults and have more positive experience</p> <p>29. Signs of some pro-social behaviour</p> <p>30. Increase in personal awareness and responsibility</p> <p>31. Beginning to engage in and contribute to learning opportunities leading to better progress and achievement</p> <p>32. Increase in self-regulation and monitoring</p>
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	<p>31. Therapeutic Interventions (e.g. lego therapy)</p> <p>32. Individualised programme, including interventions supported by the SENCo/outside professionals (see below)</p>	
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Resources	Links
<p>1. Access to sensory room</p>	<p>1. See school's mental health and wellbeing page</p>
Assessments	Interventions
<p>1. Three Houses (AH)</p> <p>2. Boxall profile (AH, KJ, SE)</p> <p>3. SNAP (SE)</p> <p>4. Neurodiversity checklist</p>	<p>Therapeutic story writing - AH</p> <p>Talkabout – AH</p> <p>Language for thinking/language for behaviour and emotions - AH</p> <p>Lego therapy – AH/DB/CR</p> <p>Emotional first aid - AH</p> <p>Drawing and talking (foundation and advanced) – AH</p> <p>Emotional literacy support assistant (ELSA) – AH/PP</p> <p>Bereavement support – AH</p> <p>Zones of Regulation - AH</p>

Sensory and physical

Pupils needs (assess or <i>intent</i>)	Intervention & targeted response (plan/do or <i>implementation</i>)	Expected outcomes (review or <i>impact</i>)
Wave 1		
<ol style="list-style-type: none"> 1. Difficulty hearing 2. Missing spoken information 3. Difficulty retaining information 4. Poor phonological awareness 5. Processing of unknown language takes longer 6. Fluctuating hearing loss 7. Difficulty with new social situations 8. Visual impairment 9. Difficulty with handwriting/fine motor control 10. Sensory processing needs 11. Gross motor skills and mobility 12. Auditory and visual perception 13. Functional skills 14. Difficulty moving around school 15. Managing own physical needs independently 	<ol style="list-style-type: none"> 1. Reduce background noise to improve acoustic environment 2. Preferential seating and position of teacher 3. Uncluttered and well organised learning environment with good lighting 4. Access to lip reading/subtitles on audio visual material 5. Choice making opportunities 6. Clearly organised learning environment 7. Specialist vocabulary available at the beginning of each topic 8. Spelling support 9. Developing note taking skills 10. Allow thinking time 11. Summarise key points at start and end of lesson 12. Disability awareness training 13. Pre-writing activities/warm up 14. Letter formation and fine motor skills activities 15. Grip development 16. Development of visual learning environments <p>Individualised programme, including interventions supported by the SENCo/outside professionals (see below)</p>	<ol style="list-style-type: none"> 1. Increased/equal access to the curriculum 2. Improved speech discrimination 3. Increased subject vocabulary 4. Increase in understanding spoken language 5. Increased retention of key instructions and information 6. Improved access to learning, can predict / recount content of lesson 7. Improved social inclusion 8. Improved acoustics – reduced reverberations 9. Reduced visual fatigue 10. Ability to work independently 11. Able to record information

Wave 2

- 1. Difficulty listening at a distance of more than two metres from the speaker
- 2. Moderate visual impairment

- 1. Mentor support
- 2. TA to support revision of key skills and concepts
- 3. Use of Radio Aid (FM) system
- 4. Use of note taker (TA) – using IT, mind maps etc.
- 5. Training – technical support
- 6. Modified resources (e.g. large print)
- 7. Training and intervention from staff
- 8. ICT training to increase independent access
- 9. Laptop/board connection via team viewer
- 10. Social/life skills development
- 11. Pupil support profile
- 12. Variable TA/mentor time
- 13. Curriculum reflects disability awareness
- 14. Teacher of the Deaf support

Individualised programme, including interventions supported by the SENCo/outside professionals (see below)

- 1. Uses FM to aid better speech discrimination
- 2. Improved levels of achievement
- 3. Able to access learning and school environment
- 4. Improved self-esteem and social / emotional development
- 5. Increased confidence approaching new situations leading to better participation

Wave 3

1. Severe/profound hearing loss
2. Unable to listen, process information efficiently and write at the same time
3. Poor semantic knowledge
4. Weak phonology
5. Profound visual impairment
6. Social integration

1. Individual or small group sessions
 2. Variable TA support
 3. Review of semantics and syntax of curriculum texts
 4. Live speaker/translator
 5. Copies of scripts and subtitles
 6. Mentor supporting social inclusion
 7. Specialist training
 8. Specialist teaching sessions
 9. TA support to review language and notes
 10. Adaptation of all materials
- Individualised programme, including interventions supported by the SENCo/outside professionals (see below)

1. Able to access curriculum and make good or better progress
2. Uses FM to aid better speech discrimination
3. Able to access learning and school environment
4. Improved self-esteem and social / emotional development

We offer these resources:	
Sight	Hearing
<ol style="list-style-type: none"> 1 Hub referral 2 High colour contrast materials, including on whiteboard 3. Good quality print and photocopying 4. Electronic copies of work 5. Visual aids and prompts 6. Subject vocabulary dictionary 7. Use of carpets and curtains to support acoustics 8. Vocabulary cards and cues 9. Clean whiteboards and good quality pens 10. Sloping boards 11. Environmental audit 12. Use of blinds/curtains to block sunlight 13. Range of pencils and grips 14. Access to IT programmes and support tools (including widgit software and signs) 15. Personal laptop/ipad 	<ol style="list-style-type: none"> 1. Hub referral 2. Personal/ revised timetable 3. Use of carpets and curtains to support acoustics 4. Access to NDCS (National Deaf Children’s Society) events 5. Electronic books 6. Exam modifications 7. Personal laptop/ iPad 8. Makaton
	Assessments
	<p>Sensory evaluation record NYCC Supporting Children and Young People with Co-ordination Difficulties Fine Motor Skills Checklist (South Warwickshire)</p>
<p>Sensory Processing</p> <ol style="list-style-type: none"> 1. Fidget toys 2. Pencil grips 3. Wobble cushions 4. Chewelry 5. Ear defenders 6. Writing slopes 7. Trampoline 8. Scooter boards 9. Space hoppers 	<p>Interventions</p> <p>Rainbow trail - SB Sensory circuits – PP / SA Future steps - PP Pendragon centre Write from the Start Speed Up South Warwickshire Fine Motor Skills Touch typing NYCC - Supporting Children and Young People with Co-ordination Difficulties</p>

Plotting overlapping needs for pupils with SEND

Cognition and learning

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

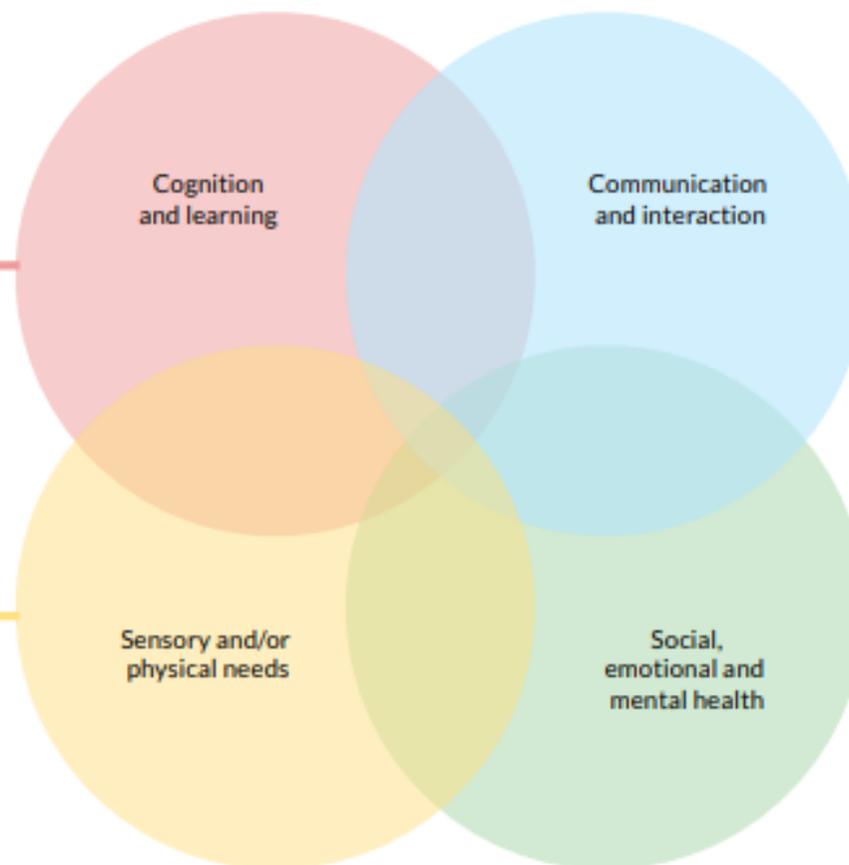
PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder' difficulties with motor planning). People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need.

Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical conditions such as cerebral palsy. These children will usually access support from a specific local team, which may be a combination of education and health services.

These children do not necessarily have 'learning difficulties' in that their cognitive functioning may be average or above; some children do have associated learning difficulties.



Communication and interaction

This area includes speech, language and communication needs (SLCN) including Developmental Language Disorder (DLD), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome Profile, can have needs in this area.

Children who find communication and interaction challenging may or may not also have learning difficulties.

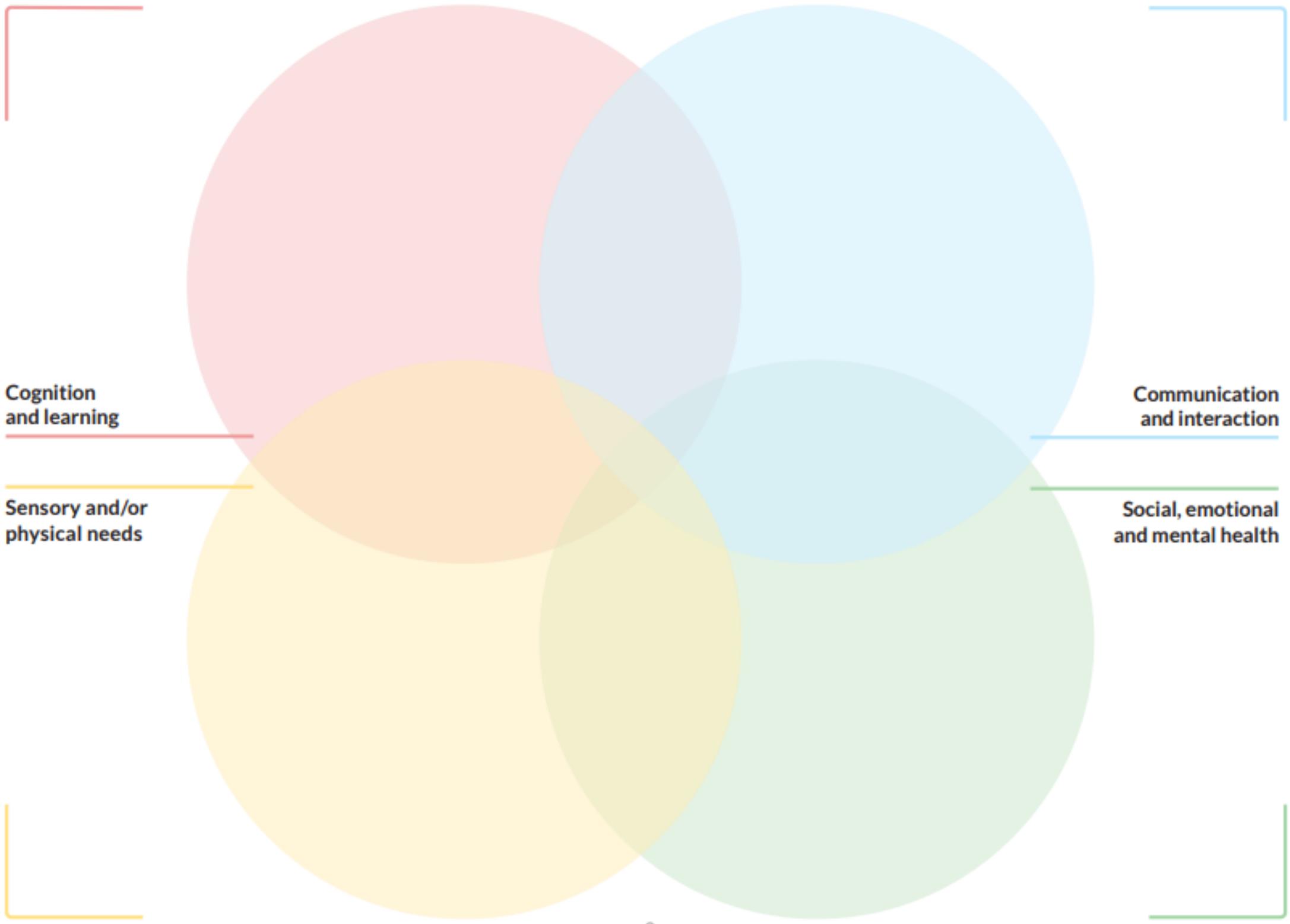
Social, emotional and mental health

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs).

Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.



**Cognition
and learning**

**Communication
and interaction**

**Sensory and/or
physical needs**

**Social, emotional
and mental health**