

# Whole School SEND Provision Map



|   | Cognition and Learning  | Communication and Interaction  | Social, Emotional & Mental Health  | Sensory and Physical   |
|---|---|--|--|--|
| <p><b>Wave 1</b><br/><i>Universal</i></p> <p>Wave 1 is good quality teaching which is inclusive, differentiated and takes into account the learning needs of all children within the classroom.</p>   | <ul style="list-style-type: none"> <li>• High expectations of children</li> <li>• Assessment for learning</li> <li>• Differentiated curriculum</li> <li>• Clear objectives and instructions</li> <li>• Visual Aids</li> <li>• Multisensory teaching approach</li> <li>• Talk Partners</li> <li>• Learning walls</li> <li>• Structured routines</li> <li>• Access to ICT</li> </ul>    | <ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Simplified language used</li> <li>• Visual timetables</li> <li>• Structured school and class routines</li> <li>• Visual aids</li> <li>• Modelling</li> </ul>  | <ul style="list-style-type: none"> <li>• Whole school positive behaviour policy</li> <li>• Whole school/class rules</li> <li>• Reward systems</li> <li>• Circle Time</li> <li>• Whole school/Class Assemblies</li> <li>• Family and Pastoral worker support</li> </ul>   | <ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff aware of implications of physical impairment.</li> <li>• Writing slopes</li> <li>• Pencil grips</li> </ul>  |
| <p><b>Wave 2</b><br/><i>Targeted</i></p> <p>Wave 2 is specific and targeted work for some children who may need help to accelerate their progress, this is in addition to what is already provided within the classroom. This work is usually carried out in small intervention groups or on a 1:1 basis. Wave 2 can also be used for SEN pupils.</p> | <ul style="list-style-type: none"> <li>• In class support from TA</li> <li>• Writing intervention group</li> <li>• Phonics intervention group</li> <li>• Maths intervention group</li> <li>• Increased visual aids</li> <li>• Spelling practise groups</li> <li>• Daily reader</li> <li>• Precision Teaching</li> <li>• Better Reading Support Partners (BRSP or BRP)</li> </ul>      | <ul style="list-style-type: none"> <li>• In class support from TA</li> <li>• Use of symbols</li> <li>• Language development activities</li> <li>• WellComm support in EYFS</li> <li>• Social stories</li> </ul>  | <ul style="list-style-type: none"> <li>• After school clubs to promote confidence</li> <li>• Individual reward systems</li> <li>• Social skills interventions</li> <li>• Home – School dairy</li> <li>• Reflexions</li> <li>• Art Therapy</li> <li>• Lego Therapy</li> </ul>   | <ul style="list-style-type: none"> <li>• Get Moving programme</li> <li>• Handwriting intervention</li> <li>• Fine motor skills activities</li> <li>• Gross motor skills activities</li> <li>• Adapted resources</li> </ul>   |
| <p><b>Wave 3</b><br/><i>SEN Support)/<br/>EHCP</i></p> <p>This is targeted and personalised teaching for children with SEND who are identified as requiring additional support with the involvement of outside agencies. This will be put into place for children who are not making progress through wave 1 or 2 provision.</p>                      | <ul style="list-style-type: none"> <li>• Involvement of Learning Support Service with specialised teachers setting targets.</li> <li>• Involvement of Educational Psychologist</li> <li>• Specialised reading targets and support</li> <li>• Specialised writing targets and support</li> <li>• Specialised maths support</li> <li>• Targeted support in school as needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Involvement of Speech and Language Therapy Service</li> <li>• Involvement of Educational Psychologist</li> <li>• Input from Autism Outreach Team</li> <li>• Individual workstations to support children who cannot access learning at a group level.</li> <li>• Targeted support in school as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Involvement of CAMHS to provide support for pupil and family</li> <li>• Involvement of Educational Psychologist</li> <li>• Involvement of Sycamore Behaviour Support for staff, children and family.</li> <li>• Involvement of School Nurse</li> <li>• Targeted support in school as needed</li> <li>• Input from Autism Outreach Team</li> </ul> | <ul style="list-style-type: none"> <li>• Individual support during class, PE and lunchtimes</li> <li>• Targeted Support as needed</li> <li>• Involvement of Occupational Therapist</li> <li>• Involvement of Physiotherapist</li> <li>• Teacher adjustments made according to advice</li> <li>• Involvement of School Nurse</li> <li>• Involvement of Physical Impairment Medical Inclusion Service (PIMIS), Visual/Hearing Impaired Services</li> </ul> |