

My Schools' SEN Provision Map

This is our provision but please be aware that this reflects the needs of the pupils currently on roll. Wave 2 and 3 provision will reflect pupil needs, resources and available staff.	
Wave 1	Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupil needs.
Wave 2	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These are not primarily for children with Special Education Needs and they do not have to be on the Code of Practice to access these. Children will be identified through data analysis and/or teacher request.
Wave 3	This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.

	Wave 1	Wave 2	Wave 3
Communication and Interaction	Our Speech and Language Therapist works with the school every week to ensure high quality provision at all waves.		
	<ul style="list-style-type: none"> -Wellcom Speech and Language screening to detect any early difficulties. -Differentiated curriculum planning, delivery, success criteria and outcome. -Signalong (signing scheme). -Visual timetables. -Talk partners. -Talk for writing. -Structured routines. - I CAN Speech and Language Enhance accreditation. 	<ul style="list-style-type: none"> -Talk Boost group programme. -Wellcomm small group Programme. -Narrative groups. 	<ul style="list-style-type: none"> -Referral to Speech and Language Therapist. -Individual speech and language sessions following targets set by Speech and Language Therapy Services. -Wellcomm individual programme. -S2S support (School to School).
Cognition and Learning	<ul style="list-style-type: none"> -Differentiated curriculum planning, delivery, success criteria and outcome. -Visual timetables. -Writing frames. -Word and phonics mats. -Access to technology including laptops and ipads. -Phonics teaching which is carefully tailored to match the next steps for each child (Read Write Inc). -1:1 phonics assessment every 6 weeks. -Focused group work with class teacher. -Small group support from a Teaching Assistant. -Maths Whizz. -Reading cafes. -Bury Infant check carried out on entry to Reception. 	<ul style="list-style-type: none"> -Numicon group maths intervention. - Read Write Inc 1:1. - Writing booster group. - Catch Up reading. 	<ul style="list-style-type: none"> -Educational Psychology Services assessment and advice. -1:1 Numicon maths intervention. -Read Write Inc 1:1. -Precision teaching. -Visual/auditory memory activites. -S2S support. -Access through Technology.

<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> - Our SEAL and PATHS curriculum underpin our whole school ethos. These are also taught as discreet sessions. -THRIVE programme through which all pupils are assessed and screened. -Whole school behaviour Policy based on a restorative approach to behaviour. -Restorative circles. -Good to be Green positive behaviour system. -Class reward systems. -Celebration assembly. -Golden Time. -Restorative Approaches for Families. -Pastoral team to support and signpost parents. 	<ul style="list-style-type: none"> -Lunch time sanctuary. -Group support from Pastoral team using the THRIVE approach. -Small group Restorative Circles. -Lunch clubs (pastoral). 	<ul style="list-style-type: none"> -Educational Psychology Services assessment and advice. -Clinical Psychologist referrals. -S2S support. -Individual support from Pastoral team following the THRIVE approach. -1:1 TA support. - Schools own inclusion system. -Risk assessments and individual behaviour plans. - Observations and individual advice and support through Alpha Inclusion. -Social Stories. -Involvement of CAMHS and other mental health services. -Nelsons Journey. -School nurse referrals.
<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> -Flexible teaching arrangements -Sensory equipment such as textural resources, sensory tents, balance equipment. - Wide range of apparatus and large outdoor equipment to encourage physical development. -Range of activities planned as part of curriculum to develop fine motor skills. 	<ul style="list-style-type: none"> -Small group fine motor skills development. -Additional handwriting -Access to equipment e.g. pencil grips, writing slopes, overlays. 	<ul style="list-style-type: none"> -S2S support. -Advice/equipment/training from Sensory Support Team. -Advice/equipment/training from Access through Technology team. -Physiotherapy plans followed in school. -Support from Physiotherapy Services. -Support from Occupational Therapy Services. -Individual TA support. -School Nursing Team support.