Provision Map

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice. If your child requires support in addition to the Universal Approach they may receive the support listed below:

COGNITION AND LEARNING

Could include:
- specific learning difficulties (SpLD), e.g. dyslexia, dyscalculia
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD)
- profound and multiple learning difficulty (PLMD)

Universal Approach	SEN support
- High expectations of children and appropriate challenge for all - Clear learning objectives and differentiated outcomes, clear instructions - Clear feedback and next steps in their learning – children involved in the process and given time to respond - Behaviour for Learning at the heart of lessons/school ethos - Learning walls to support key learning points - Time to talk things through with a Learning Partner before feeding back to class - A range of concrete resources - Access to ICT to help reduce barriers to learning - Writing frames or alternatives to written recording when writing is not the primary objective - Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals - Multisensory learning approaches making use of for example; music, actions, graphics etc.	- 1:1 and /or small groups with advice and support by Hertfordshire SpLD Base - Word building and high frequency word recognition support programme devised by Hertfordshire SPLD Base 'Magic Spells' - Maths diagnostic screener - Phonics (group and 1:1) Little Wandle - Daily Maths Catch Up activities and pre teaching where possible with teacher - In class support from TA or SENCO - Additional individual reading - Computer programmes - Use of coloured overlays and / or reading rulers - Use of coloured paper - Use of recording devices - Use of Chrome book to support recording - Now and next

• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place • Personalised and differentiated teaching, including questioning • Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions • Differentiated curriculum planning, activities, delivery and outcome • Visual timetables	• Additional visual prompts

COMMUNICATION AND INTERACTION

Could include:
- speech, language and communication needs (SLCN)
- autism
- social communication difficulties

Universal Approach	**SEN support**
• Quality First Teaching with appropriate differentiation (including best SEN practice) • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Structured school and class routines • The use of alternative forms of recording (scribe, typing or voice recorder).	• Targeted in class support • Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme • Input from Autism Outreach Team • Visual organiser • ICT to communicate • Social Stories • Wellcomm support in EYFS

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Could include:
- attention deficit hyperactivity disorder (ADHD)
- anxiety disorders
- mental health issues

Universal Approach	SEN support
- Whole school positive behaviour policy - Core values to support effective behaviours for learning - Weekly PSHE sessions using JIGSAW - Calm Me time - Growth mind-set characters and assemblies - House Point Reward System - Celebration Assemblies - Post cards home - Home School Communication books - Forest School - Regulation Stations - Use of Colour Monster – emotions - Trusted 5 - Emotional vocabulary and literacy focus in assemblies and PSHE - Nurture areas - Mental Health leads	- Use of the Boxall profile to identify needs and possible support strategies - Social Skills group - Individual reward system if advised by external support agencies (mirrored at home if agreed) - Home – school record (daily) - Nurture Group - Social Stories - Play therapy, art therapy, music therapy - Safe spaces including tent spaces - Support from North Herts Primary Support Service - NESSIE - Equine Therapy

SENSORY AND/OR PHYSICAL NEEDS

Could include:
• visual impairment (VI)
• hearing impairment (HI)
• multi-sensory impairment (MSI)
• physical disability (PD)

Universal Approach	SEN support
• Flexible teaching arrangements • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Additional handwriting practice • Fine and gross motor skills early work	• Individual support in class during PE, break and lunch time • Ramp access to all rooms • Hoists in classroom toilet facilities • Access to further resources such as table height adjusters from Lead Physical Neurological Impairment teacher • Use of support resources such as ear defenders • Trampoline SEND sessions • Access to swimming lessons