



St. Mark's RC Primary School SEND Provision Map 2020-2021 (Adaptations made re COVID restrictions)

Grade of Provision →	For all students (where appropriate) - universal provision (Grade 3)			Plus for some students - targeted provision (Grade 2)			Plus for a few - specialist provision (Grade 1)		
Broad Area of Need ↓									
Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling Structured school day and class routines Prompting/ assistance with communication Parent Welcome meetings - Autumn Term as best we can -using TEAMS/Telephone Student Council Surgery COVID dependent High adult to child ratios Collective worship - assemblies, liturgies and masses (Zoom assemblies) 			<ul style="list-style-type: none"> In class support from TA Areas with reduced distractions and low stimulus Visual timetables Additional support during break and lunch time when appropriate Individualised reward systems Socially speaking programme (Talk Boost)COVID dependent Speech and Language support in a small group setting COVID dependent Makaton (EYFS) 			<ul style="list-style-type: none"> Person Centred Plans (IEP's) Social stories to help children learn how to approach and react to different social situations Advice from the city council Speech, Language and Communication Team Advice from the city council Autism Team -David McLeod our link PECs (EYFS) Specific 1:1 support where appropriate Use of ICT where appropriate Specialist teacher employed for 1:1 interventions - Rachel Cliefe - Dyslexia and EAL support 		

<p>Cognition and Learning Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> • Increased visual aids/modelling • Focussed group work with T/TA - e.g. guided reading and writing • Individual reading with Teachers/TA COVID dependent • Grouping for English and Maths (KS2) • Use of writing frames, skeleton plans and checklists to support writing • Booster sessions • SATS workshops • Comprehensive transition programme • Safeguarding (including E-Safety) • Formative and summative assessment • Differentiated curriculum planning, activities, delivery and outcomes <p>Resources to promote multi-sensory, practical and independent learning</p> <p>ONLINE CURRICULUM ADAPTATIONS</p>	<ul style="list-style-type: none"> • Target group - support from T/TA in all Maths/English • Booster phonics groups - extra phonics sessions • Toe by Toe targeted reading programme • Power of Two targeted Numeracy programme • Additional time to process information and ideas • Additional individual reading • After school booster groups and homework club (Lunchtime) • Coloured transparencies/ overlays 	<ul style="list-style-type: none"> • Person Centred Plans (IEP's) • Exam access arrangements such as extra time or having a reader • Advice from Special Educational Needs Teaching and Support Service (SENTASS) • Intervention programmes to improve literacy and numeracy skills e.g. Toe by Toe, Power of Two • Specifically targeted IT programmes to support learning e.g. Nessy Memory Master • Specialist teacher employed for 1:1 interventions

Social, Emotional and Mental Health Mental Health Condition Social Difficulties Emotional Difficulties	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school mission statement/ rules • Whole school/ Class reward and sanctions systems • Guided parent meetings COVID dependent • School nurse/ health service COVID dependent • SEAL /RSHE curriculum activities and resources • Signposting to outside agencies • Risk assessments to ensure safety and inclusion of all pupils • High quality Relationships, Social, Health and Emotional (RSHE) curriculum • High quality Spiritual ,Moral, Social and Social Curriculum • Excellent pastoral care <p>RECOVERY CURRICULUM IN PLACE</p>	<ul style="list-style-type: none"> • Behaviour management plans • Individual reward system • 1:1 mentoring sessions • Small group sessions with a focus on developing appropriate social skills and emotional resilience e.g. social skills groups • PSA involvement • Lego Club COVID dependent • Weekly/ daily check-ins • Y6/Reception Buddies COVID dependent • Y5/Nursery Buddies COVID dependent 	<ul style="list-style-type: none"> • Person Centred Plans (IEP's) • Advice from school educational psychologist (EP) • Expert advice and support from outside agencies including the School Health Advisor and Children and Young People's Service (CYPS) • Home - school records/ Behaviour reports • Parent meetings • Tailored support for specific emotional needs e.g. bereavement • Specialist teacher employed for 1:1 interventions

Sensory and Physical Hearing/ Visual Impairment Physical Disabilities Multi-sensory Impairment Medical Needs	<ul style="list-style-type: none"> • Support and practical aids to ensure pupils can access the curriculum and develop independent learning • Flexible teaching arrangements • School nurse/ health service COVID dependent • Designated first aid trained staff are available during all breaks, lunchtimes and trips • School and Nursery are accessible to all e.g. ramps, disabled toilet, shower facilities • Transition between age phases • 'Break-out /sensory room' 	<ul style="list-style-type: none"> • Intervention sessions to improve pupil skills e.g. gross and fine motor skills • Larger-font resources • Staff aware of implications of physical impairment • Access to ICT/ laptop use • Writing slopes • Pencil grips /Chunky pens and pencils • New 'Break-out /sensory room' built 	<ul style="list-style-type: none"> • Person Centred Plans (IEP's) • Advice and support from the Newcastle Children's Vision Team, Hearing Impairment Team and Occupational Therapy Service • Exam access arrangements • Test paper modification • Personal and intimate care available if and when needed

Updated re COVID RESTRICTIONS