





## St. Mark's RC Primary School SEND Provision Map 2017 - 2018

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

<b>Cognition and Learning</b> Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)	<ul style="list-style-type: none"> <li>Increased visual aids/modelling</li> <li>Focussed group work with T/TA - e.g. guided reading and writing</li> <li>Individual reading with Teachers/TA</li> <li>Grouping for English and Maths (KS2)</li> <li>Use of writing frames, skeleton plans and checklists to support writing</li> <li>Booster sessions</li> <li>SATS workshops</li> <li>Comprehensive transition programme</li> <li>Safeguarding (including E-Safety)</li> <li>Formative and summative assessment</li> <li>Differentiated curriculum planning, activities, delivery and outcomes</li> </ul> Resources to promote multi-sensory, practical and independent learning	<ul style="list-style-type: none"> <li>Target group - support from T/TA in all Maths/English</li> <li>Booster phonics groups - extra phonics sessions</li> <li>Toe by Toe targeted reading programme</li> <li>Power of Two targeted Numeracy programme</li> <li>Additional time to process information and ideas</li> <li>Additional individual reading</li> <li>After school booster groups and homework club (Lunchtime)</li> <li>Coloured transparencies/ overlays</li> </ul>	<ul style="list-style-type: none"> <li>Person Centred Plans (IEP's)</li> <li>Exam access arrangements such as extra time or having a reader</li> <li>Advice from Special Educational Needs Teaching and Support Service (SENTASS)</li> <li>Intervention programmes to improve literacy and numeracy skills e.g. Toe by Toe, Power of Two</li> <li>Specifically targeted IT programmes to support learning e.g. Nessy Memory Master</li> <li>Specialist teacher employed for 1:1 interventions</li> </ul>
<b>Social, Emotional and Mental Health</b> Mental Health Condition Social Difficulties Emotional Difficulties	<ul style="list-style-type: none"> <li>Whole school behaviour policy</li> <li>Whole school mission statement/ rules</li> <li>Whole school/ Class reward and sanctions systems</li> <li>Guided parent meetings</li> <li>School nurse/ health service</li> <li>SEAL curriculum activities and resources</li> <li>Signposting to outside agencies</li> <li>Risk assessments to ensure safety and inclusion of all pupils</li> <li>High quality Personal, Social, Health and Emotional (PSHE) curriculum</li> <li>High quality Spiritual ,Moral, Social and Social Curriculum</li> <li>Excellent pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour management plans</li> <li>Individual reward system</li> <li>1:1 mentoring sessions</li> <li>Small group sessions with a focus on developing appropriate social skills and emotional resilience e.g. social skills groups</li> <li>PSA involvement</li> <li>Lego Club</li> <li>Weekly/ daily check-ins</li> <li>Y6/Reception Buddies</li> <li>Y5/Nursery Buddies</li> </ul>	<ul style="list-style-type: none"> <li>Person Centred Plans (IEP's)</li> <li>Advice from school educational psychologist (EP)</li> <li>Expert advice and support from outside agencies including the School Health Advisor and Children and Young People's Service (CYPS)</li> <li>Home - school records/ Behaviour reports</li> <li>Parent meetings</li> <li>Tailored support for specific emotional needs e.g. bereavement</li> <li>Specialist teacher employed for 1:1 interventions</li> </ul>
<b>Sensory and Physical</b> Hearing/ Visual Impairment	<ul style="list-style-type: none"> <li>Support and practical aids to ensure pupils can access the curriculum and develop</li> </ul>	<ul style="list-style-type: none"> <li>Intervention sessions to improve pupil skills e.g. gross and fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Person Centred Plans (IEP's)</li> <li>Advice and support from the Newcastle</li> </ul>

Physical Disabilities Multi-sensory Impairment Medical Needs	<p>independent learning</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• School nurse/ health service</li> <li>• Designated first aid trained staff are available during all breaks, lunchtimes and trips</li> <li>• School and Nursery are accessible to all e.g. ramps, disabled toilet, shower facilities</li> <li>• Transition between age phases</li> </ul>	<ul style="list-style-type: none"> <li>• Larger-font resources</li> <li>• Staff aware of implications of physical impairment</li> <li>• Access to ICT/ laptop use</li> <li>• Writing slopes</li> <li>• Pencil grips /Chunky pens and pencils</li> </ul>	<p>Children's Vision Team, Hearing Impairment Team and Occupational Therapy Service</p> <ul style="list-style-type: none"> <li>• Exam access arrangements</li> <li>• Test paper modification</li> <li>• Personal and intimate care available if and when needed</li> </ul>
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