

Stanton St Quintin Primary and Nursery School SEND Provision Map

There are four areas of need within SEND; Communication and Interaction, Cognition and Learning, Social, Emotional Mental Health needs and Sensory and/or Physical needs. Below we have detailed our current school offer regarding each of these needs, sorted into Universal (available to all pupils as part of our class provision), Targeted (more focused support for those identified as needing it) and Specialist (support needed is above and beyond our school offer and requires specialist and expert support). Children who require Specialist support to thrive at school and at home will be on our SEN register, with specific targets set with parents or guardians to nurture them.

This provision map will be reviewed each year by staff and is not exhaustive. We strive to adapt our teaching to support the children in our care and we are constantly researching new ways to best support children. Therefore this document may not list new strategies that we have employed mid-year. We may use strategies in one area of need for other areas of need also, but have tried to include each strategy once to avoid repetition.

Communication and Interaction

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Quality First teaching • Modelling correct language/pronunciation • Model back correct language/pronunciation • Adjust language used • Explicit teaching of new vocabulary • Provide a language rich environment • Pre-teach vocabulary • Talking tins • Now/next boards • Class discussion • Role play • Choosing board • Explicit instructions • 1-1 explicit instructions • Talk partners • Modelling • Visual timetable • Visual cue cards and prompts • Use of ICT • Phonics mats • Verbal prompts • Sentence stems • Mnemonics • EAL adaptation • Oracy Project • Word a week • Colourful semantics • Cold calling 	<ul style="list-style-type: none"> • Pre-teach vocabulary • Teacher planned speech and language interventions • Individual visual cue cards • Reader pen • EAL support • NELI training and interventions • Extra story time 	<ul style="list-style-type: none"> • Augmentative and Alternative Communication (AAC) devices • Makaton • Communication board • Speech And Language Therapy (SALT) • Individualised programme, including interventions supported by the SENCO/outside professionals • ETMAS

Cognition and Learning

<ul style="list-style-type: none"> • Coloured backgrounds on interactive whiteboards, paper or children’s whiteboards. • Manipulatives used in Maths • Chunked instructions • Task plan • Differentiated levels of questioning • Differentiated work/homework • Planned additional adult support • Cloze activities • Working walls • Pictures to illustrate concepts • Using a child’s name before a question • Individual whiteboards or coloured boards • Read text before lessons • Regularly check understanding • Knowledge organisers • Class discussions • Guided practice • Revision of previous learning • Hinge questions • Highlight key learning • Alternative methods of recording • Peer tutoring • Concrete resources • Videos to introduce topics • Prompt sheets for vocabulary • Highlighting key vocabulary in the text • Songs and rhymes • Gestures • Modelled writing or answers • Mind maps • Feedback • Pictures to illustrate concepts • Learning objectives shared • Word mats/key vocabulary • Hot seating • Positive language • Number lines • Matching tasks, e.g. words to definitions • Writing frames • Maths resources, e.g. number lines • Movement breaks • Dyslexia friendly fonts 	<ul style="list-style-type: none"> • Allow extra time to process and respond • Read text before lesson • Scribe • Extra time • Dictation software • Increased font size • Highlighted lines for writing • Phonics/Maths/English interventions • Daily readers • Laptops 	<ul style="list-style-type: none"> • One page profiles • Specialist support and interventions e.g. Educational Psychologists • Working memory activities and interventions
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Social, Emotional and Mental Health		
<ul style="list-style-type: none"> • Calm space in each classroom • Access to key adult when needed • Reward charts – House Points, class rewards systems • Behaviour charts • Positive behaviour visuals • Group work • Calm learning environment • Fresh start approach • Seating plans and groupings that consider individual children's needs • Friendship bench • Consider seating positions • Flexible groupings • SCARF PSHE lessons 	<ul style="list-style-type: none"> • Five Point Scales/behaviour management charts • Using calming scripts to de-escalate behaviour • Adjusted or reduced timetable • Consideration of transition times, e.g. leaving classroom five minutes early • Social skills groups • Social stories • Explicit teaching of social skills • Comic script conversations • ELSA 	<ul style="list-style-type: none"> • CAMHS support • Advice and guidance from outside agencies, e.g. Behaviour Support/Educational Psychologist/School Nurse • Alternative provision, e.g. equine therapy
Sensory and/or Physical Needs		
<ul style="list-style-type: none"> • Ear defenders • Backward chaining • Flexibility with uniform • Adapted PE lessons • Uncluttered tables • Buddy system at break times • Named, accessible peg for belongings • Peg placed wherever best to support child's needs. • Learning breaks • Adapted furniture • Dough disco • Finger gym • Squiggle while you wiggle • Accessible toilets • Support children with hearing aids • Handwriting practice • Accessible classrooms 	<ul style="list-style-type: none"> • Sensory breaks • Coloured overlays • Wobble cushions or dots • Weighted cushions/blankets • Safe space • Five Point Scales/behaviour management charts • Pencil grips • Work station • Fine motor interventions • Gross motor interventions • Handwriting interventions 	<ul style="list-style-type: none"> • Specialist medical equipment provided by an external specialist, e.g. hearing aids • Specialist support and interventions e.g. Educational Psychologists • Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist • Close liaison with Audiologist, ENT Consultant, Ophthalmologist