

WHOLE SCHOOL SEND PROVISION MAP

QUALITY FIRST TEACHING SEND MONITORING	SEND SUPPORT	SUPPORT PLUS/ STATEMENT (In addition to SEND SUPPORT)
Assessment		
<ul style="list-style-type: none"> • AfL consistently applied • Appropriate level of marking, feedback and child response. • Pupil self -evaluation through traffic lights against Differentiated Learning Objectives • Year Bands tracked through milestones: B/B+/W/W+/S/S+ • EYFS tracked through Developmental Matters • Use of P Levels for Formative small stepped assessment tools used by Class Teacher • Screening tests e.g. dyslexia • Checklists used to support possible identification of SEN • CT uses symphony tracking data to identify underachievement and takes appropriate action • All staff understand challenging behaviours <i>may</i> mask underlying SEN, particularly Speech Language Communication Needs. • Observational assessments • SATs and Year group testing • Phonic Screen • EYFSP • ECAT screen (Every Child a talker) EYFS 	<ul style="list-style-type: none"> • Specific targets on Support plan • Observational assessments (TAs) • Additional standardised reading and spelling assessments • Verbal / non-verbal testing • SATs access arrangements Specialist Assessment from GP/Community Paediatrician (Connors/Gars/Gwilliam Screens) Reading Age Spelling Age Boxall profile Bands and Steps Physical development Draw a Man (Goodenough) Specific diagnostic testing Reading/writing/maths Nurture panel referrals. Leuven Well-being and Involvement scales Early Help Assessment Dyslexia screen 	<p>Specific targets on Support Plan</p> <p>Spotlight Assessment</p> <p>Psychologist report</p> <p>Autism Outreach</p> <p>Dyslexia assessment.</p> <p>Statement details</p> <p>Education Health Care Plan details</p> <p>CAHMS guidance/report</p>

<ul style="list-style-type: none"> Language screen Y1-5 <p>School requests parents organise hearing or eye sight test</p>		
Resources: Staffing & Equipment		
<ul style="list-style-type: none"> Visual timetables Sign/ symbols support language Support Staff allocated for a clearly targeted purpose ICT hardware and software supports pupils development of independence Text Ease Laptops Learn pads/iPads Talking tins Privacy boards Phonic charts Software to practise key skills Maths equipment to aide counting and calculation accessible to KS1 <i>and</i> KS 2 High interest/low reading age books Learning prompts are accessible and visible from all areas of the classroom/ outdoors Literacy aids and augmentation visible and accessible from all areas of the classroom Communication Friendly classrooms and learning spaces indoor and out 	<ul style="list-style-type: none"> Range of targeted pupil groupings as directed, planned for and monitored by CT CPD programme for staff related to pupil need. Training for all staff to understand challenging behaviours (Attachment School) Regular, planned liaison between support staff and CTs re: targeted provision: home link book, regular updates with Family Link Workers Use of specific equipment /resources for child's particular needs, in line accessibility plan Learning mentor/Nurture Group support/Lunchtime nurture support Coloured screens for individual pupils depending on dyslexia screen, coloured exercise books, IW screen Writing slope Specific balance equipment 	<ul style="list-style-type: none"> Additional specific interventions identified by 'Support Agreement'. Range of targeted pupil groupings as directed, planned for and monitored by CT Additional CPD programme for staff related to pupil need. Training for all staff to understand challenging behaviours (Attachment School) Regular, planned liaison between support staff and Class Teachers re: targeted provision, additional time with external specialists e.g.: physiotherapist/occupational health etc. Use of specific equipment /resources for child's particular needs, in line accessibility plan Enhanced hours with Learning mentor/Nurture Group support/Lunchtime nurture support
Teaching and Learning		
<ul style="list-style-type: none"> High expectations Plans address range of differentiation Strategies to support pupils with high 	<ul style="list-style-type: none"> Sign supported curriculum Pre-teaching facilitated by TA Over-learning facilitated by TA 	<ul style="list-style-type: none"> Support Agreement outlines and details specific support for individual pupils

<p>incidence needs are utilised.</p> <ul style="list-style-type: none"> • Clear and specific learning objectives (LO) • LO matches level of ability and need • CT gives equal teaching time / attention to all pupils • Pace and pitch meets needs of pupils • Lessons respond to pupils' interests • Multi-sensory approaches are evident • Pupils hear story read 3 times per week beyond literacy lessons • High ratio QTS: pupil KS2 maths and literacy (1:15/20 QTS, 1:8/9 QTS&TA) 	<ul style="list-style-type: none"> • Highly differentiated schemes of work e.g. based on p level guidance • Quality IEPs tailored to child's needs, referred to when planning. <p>Targets clearly outline discrete learning goals for individual pupils.</p> <ul style="list-style-type: none"> • Implementing advice from specialist agencies in every day teaching • Teaching promotes generalisation of new skills learnt in intervention 		<ul style="list-style-type: none"> • Provision and planning for pupils supported by external expertise: for example Autism Outreach • Statemented requirements translates into daily provision. • Whole school/class activities and learning sequences adapted to enable all pupils to access. 	
Targeted Provision: Interventions (including duration and frequency)				
<p>General Support</p> <ul style="list-style-type: none"> • TAs trained, to deliver Catch Up Programmes • Catch Up programmes are monitored and supported by class teachers and subject leaders • All in addition to daily literacy/maths lesson • Focussed feedback sessions from marking to address misconceptions • Additional feedback from marking with support for structured response 	<ul style="list-style-type: none"> • Specific/ targeted provision/interventions in small groups (see below): • LSS 1:1 teaching • Combination of 1:1, paired or small group as appropriate. • Monitoring of intervention programmes to ensure QFT delivered in all programmes • SEN children taught by all members of staff including CT through-out the week. 		<ul style="list-style-type: none"> • Specific interventions some with through 1:1 support see below <p>Support agreement identifies hours for Learning mentor support for specific tasks</p>	
<p>Cognition and Learning: Reading Additional reading sessions (Support staff and trained volunteers)</p>	<p style="text-align: center;">EYFS & KS1</p> <ul style="list-style-type: none"> • Reading Rescue KS1 programme: 5 x 25 minute sessions a week. 	<p style="text-align: center;">KS2</p> <ul style="list-style-type: none"> • Reading rescue KS2 programme 5 x 25 minute sessions a week. 	<p style="text-align: center;">EYFS & KS1</p> <p style="text-align: center;">1:1 over teaching, to</p>	<p style="text-align: center;">KS2</p> <p style="text-align: center;">1:1 over teaching, to</p>

<p>Additional Phonic support sessions Additional story times Additional songs, rhymes, memory games & sequencing games Additional games to support visual discrimination</p>	<ul style="list-style-type: none"> • High Frequency Reading Words 5 x 10 min sessions a week • Additional comprehension support 2 x 10 mins session per week • Supported Phonic Bug sessions daily <p>Practice reading 1:1 support (reading volunteers) 2/3 x week</p>	<ul style="list-style-type: none"> • High Frequency Reading Words 5 x 10 min sessions a week • Additional Comprehension support 2 x 20 mins per week <p>Practice reading 1:1 support (reading volunteers) 2/3 x week</p>	<p>include comprehension</p>	<p>include comprehension</p>
<p>Phonics & Spelling Phonic Bugs Additional Letters and Sounds sessions (KS1) Phonic Bugs Augmentation of 'Jolly Phonics' to support multi-sensory learning Individual spellings identified in marking feedback Individual spelling lists in books</p>	<ul style="list-style-type: none"> • Additional Letters and Sounds sessions (KS1) to pre- teach and over teach concepts 3x30mins per week • Additional Phonic bug sessions daily 	<ul style="list-style-type: none"> • Rapid Phonics, How much and when? Additional Rapid Phonics sessions to over teach and set up pre teaching 3x20 mins per week • Additional Phonic bug sessions daily <p>SPELLING INTERVENTIONS</p> <p>Read Write Inc. Spelling programme catch up additional 10 mins twice per week</p>	<ul style="list-style-type: none"> • Additional support for phase 1 phonics including physical assessment to explore barriers (FS) • Further Augmentation of 'Jolly Phonics' to support multi-sensory learning (KS1) Daily additional 20 minute sessions. 	<ul style="list-style-type: none"> • Precision teaching for phonics • Detailed implementation of Spotlight programme for early phonics <p>SPELLING INTERVENTIONS</p> <p>Read Write Inc. Spelling programme catch up additional 10 mins twice per week</p>

<p>Writing Early Literacy Support Programme Further Literacy Support Programme Booster Groups to facilitate pre-teaching Speaking post cards to recall structured sentences. Writing conference to understand processes Talk for writing process with focus on memorising texts Following child's interests to access and inspire writing processes</p> <p>Maths Structured daily Number bonds practice Structured daily times tables practice Additional Reasoning and problem solving activities through games</p>	<p>Handwriting daily (FS) daily practice</p> <p>Additional Handwriting twice a week KS1</p> <p>Mentored writing sessions to retain encoding whilst composing.</p> <p>FFT Maths support 1:4</p> <p>Additional Number bond practice 10 mins daily</p> <p>Booster groups to facilitate pre-teaching</p>	<p>Fresh Start. 1 hour 3 days per week</p> <p>1:3 Tuition groups in additional time 1 hr twice a week</p> <p>Booster groups to facilitate pre-teaching</p> <p>Additional Times table coaching 10 mins per day</p> <p>Number Partners x 1 /week</p>	<p>Additional writing sessions following children's interests and reasons for writing</p> <p>1:1 Maths mentoring to support processing, reasoning and problem solving.</p>	<p>1:3 Tuition groups in additional time. 1 hr twice/week QTS</p> <p>Precision teaching for Mathematics.</p> <p>1: 3 tuition</p>
<p>Communication and Interaction Speech / language groups led by support staff</p> <p>Effective Talk partners and talk strategies embedded in all lessons</p> <p>Language development and acquisition</p>	<p>Social communication groups Led by ELKLAN trained support staff/ Autism trained staff (level 1&2) 1:3/4(3x20mins per week) Language acquisition</p>	<p>Social communication groups led by ELKLAN trained support staff/ Autism trained staff (level 1&2) 1:3/4(3x20mins per week)</p>	<p>Specific speech interventions as prescribed by Speech and Language Therapist</p>	<p>Specific speech interventions as prescribed by Speech and Language Therapist</p>

<p>Dramatic literacy to support language development</p> <p>Key vocabulary directly taught in all lessons</p>	<p>and development groups</p> <p>Communication friendly spaces reinforced in classroom</p>	<p>Additional Outdoor learning to support Focussed dramatic literacy to support language acquisition and development.</p>		
<p>Emotional, social and Mental health needs,</p> <ul style="list-style-type: none"> • Personal, Social, and Health Education Curriculum (KS1 &2), Personal, Social and Emotional Development (EYFS) Curriculum • Social, and emotional aspects of learning programme across school • Attachment aware environment • School behaviour for learning policy is adhered to by all staff • Pupils are clear as to the school values which support cooperation, responsibility, respect, perseverance, honesty and tolerance • Home/school agreements • Parents are clear as to expectations of punctuality and attendance. • Positive emotional environment is engendered through: <ul style="list-style-type: none"> ○ Displays ○ Discrete lessons ○ Adult role models 	<p>Consideration of pupil's behaviour for learning is included within every review e.g. self-esteem, confidence.</p> <p>Inclusion on nurture panel to track needs and impact of additional provision</p> <p><u>Nurturing provision:</u> Bright and early support (Early morning nurture, self-esteem and self-care support, homework and basic lit/maths, breakfast, daily) Walking bus (daily) Nurture unit support (KS2) Lunchtime lunch time support (daily) Playground mentor support (daily)</p> <p><u>Counselling provision:</u> Tracking emotions on 'Blob tree', with mentor 10 mins daily. Counselling x 1 week Play Therapy x 1 week Bereavement counselling x 1 week</p> <p><u>Self-Esteem Provision</u> Boys' group to raise self-esteem and confidence Once per week 1 hr session Girls' group to raise self-esteem and confidence</p>	<p>Nurture support for individuals through Nurture unit in afternoons (Darwin). Delivery of parallel curriculum bespoke to pupil's interests and tightly planned to meet needs both emotional and academic. Daily 2 1/2 hrs) Mentored support</p> <p>Links with Oakfield Short stay school as needed through Outreach and partnership work to support dual registration.</p> <p>Additional Counselling Additional Play therapy Additional Bereavement counselling Woman's Aid counselling and support</p> <p>Support and guidance from CAMHS (Child and Adolescent Mental Health Service) Support from Educational Psychologist</p> <p>Anger Management training. Social skills training. Access to support for social, interaction and communication difficulties.</p>		

<ul style="list-style-type: none"> o Consistent use of rewards and sanctions 	<p>once per week 20 mins session small group Think wise programme 1 hr /week, 6 weeks</p> <p><u>Managing emotional response</u> Social skills and communication groups as above Behaviour curriculum sessions. Anger Management support strategies, 10 mins per day Learning mentor to support emotional response to learning and challenge sessional daily through TA support Stress balls and tangle tools</p> <p><u>Alternative Curriculum</u> Alternative curriculum provision in line with IEPs (outdoor learning) for specific social and emotional needs 1x 2 1/2 hr sessions per week (KS1)</p> <p><u>Feeling safe and Keeping safe</u> Attachment aware base zones for individual children as needed. Positive handling plans and risk assessments in place for individuals as needed Team teach strategies employed for positive handling.</p>		
<p>Sensory and Physical</p> <p>Specific activities to support and develop FMS. EYFS & KS1)</p> <p>Additional handwriting practice</p> <p>Outdoor learning challenges to build core strength, co-ordination and dexterity daily EYFS, blocks of 5 weeks</p>	<p>Big Moves sessions 1hr weekly Early Yoga to develop inner core strength 10 mins daily Daily Handwriting practice (FS)</p> <p>Additional Outdoor learning sessions to build</p>	<p>Structured gymnastics 1 hr weekly</p> <p>Big moves for Big Kids. 1hr weekly Balance ball sessions</p> <p>Physical literacy sessions</p>	<p>Physio therapist support Structured dance and gymnastics programme 1 hr /week 6 weeks Additional specialist equipment, secured as per accessibility Plan and SEND Policy Weighted blanket</p>

rest of school. Swimming sessions (KS2)	core strength, co-ordination, and dexterity (1x 2 ½ hr session) Malleable sessions (play based and through creativity for art and design) up to 3 sessions 30 mins per week	Outdoor learning sessions to build core strength, co-ordination, and dexterity (1x 2 ½ hr session) Malleable sessions through cookery, art and pottery, gardening up to 3 sessions 30 mins per week	
Parent Partnership			
<ul style="list-style-type: none"> • Key Working is a principle that all staff adhere to when working with parents. • Appointments made at mutually convenient times • Start of year meeting outlines expectations and routines • Parents kept informed of attainment / progress at termly parents' evening • Actively encouraged to participate in child's learning in school • Interests, views and concerns of parents sought and listened to • Guidance provided for parents in how to support child's learning • Key Family Worker • Family Learning sessions 	<ul style="list-style-type: none"> • Development of child profile to inform provision • Termly parent/carer meeting to share progress and next steps (X time) • Home/ school liaison tool where needed • Use of Structured Conversations with parents to focus targets and understand needs better • Family Liaison support worker to aid integrated working/navigation to services etc. <p>Fun and Families training for parenting and managing challenging behaviour.</p> <p>Referral to Family Steps</p> <p>Work with Leicester families together.</p>	Enhanced contact with parents to ensure communication around child's needs are met. Support and guidance from ADHD solutions Support and guidance from Autism self-help support groups Support and guidance from third sector support groups with expertise in child's specific need	
Pupil Voice			
<ul style="list-style-type: none"> • Pupils involved in identifying next steps in learning • Pupils know their own in class targets • Pupils are aware of 'differences' and these are normalised 	<ul style="list-style-type: none"> • Child Profiles used to highlight child's voice • Pupils contribute to termly review and annual reviews. • Support to aid contribution include student developed proformas, use of ICT, buddy support... Child Friendly IEPs 		

<ul style="list-style-type: none"> • Circle of Friends / Buddying • Fair representation of vulnerable groups on school council • Evidence of impact of school development work sought from representation of pupils from vulnerable groups. 		
Learning Environment		
<ul style="list-style-type: none"> • Working walls actively reflect on - going work, are interactive and support daily learning • Makaton sign / symbols used around school and in class • Resources use a range of media to engage and excite learning • Resources accessible to pupils • Environment is 'dyslexia friendly' • Environment is attachment aware • School / Classroom environment is 'Communication friendly' • Learning environment is flexibly used to suit/meet needs • Accessibility Plan in place and actioned • Space is provided for medical interventions. • Medical Policy in place to support pupils with medical needs 	<ul style="list-style-type: none"> • Regular audit of good practice in flexible learning environments carried out by GB / SENCo (SpLD friendly schools guidance) • Lap top/Learn pads to aid recording • Accessibility to scale of print in room, including teacher writing on board • Use of writing slopes, colour screens and coloured pen and pencils to support pupils with dyslexic tendencies. <p>Signing directly used by teacher/adults working with pupils Hearing loop used by teacher/adults working with pupils.</p> <p>Risk assessments made for individuals to access full advantage of learning environment Activities adjusted accordingly to give inclusion to activities.</p>	<p>Augmentation of learning environment in order to meet specific requirements of support agreements</p> <p>Accessibility adjusted to enable full access to environment</p>
External support & CPD		
<ul style="list-style-type: none"> • Guidance and support is available and utilised by teachers to support and deepen their understanding of pupils' need to encourage early identification and intervention. 	<ul style="list-style-type: none"> • School seeks further advice from external specialist agencies in a timely fashion (as above and specified) <p>School Nurse Community Paediatrician</p>	<p>School works in direct partnership with external support to ensure pupil attends mainstream provision.</p>

<ul style="list-style-type: none"> • School seeks advice from external specialist agencies in a timely fashion: <ul style="list-style-type: none"> - Educational Psychologist - Autism Outreach - Learning Support Services - Health (School nurse first instance) - Social Services - Speech and Language Therapist - Family Steps • All staff undertake regular CPD around high incidence needs and apply to everyday teaching, including Positive handling 	<p>Autism Outreach Education Psychologists Oakfield School</p>	
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