Newton Poppleford SEND Provision Map 2017

There are four areas of need:

1) <u>Communication & Interaction</u>; **2) <u>Cognition &Learning</u>**; **3) <u>Social, Mental & Emotional Health</u>**; **4) <u>Physical & Sensory</u>**.

Each area of need may have one or more strands.

There are three levels of provision for each area of need:

A) Core Offer (Wave 1 provision). For any child's needs, quality first teaching and interventions should be in place.

B) SEN Support (Wave 2 provision). For children exhibiting a higher level of need, further interventions may be required to enhance learning – an IEP will help to set targets and outcomes.

C) Higher Needs (Wave 3 provision). For children whose needs continue to impact on their learning, specialist intervention may be required. At this stage it may be necessary to have a DAF 2a to provide more over reaching support.

Pupil Needs	Intervention	Resources	Impact / Success Criteria
Level A) Communication and Interaction • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Over/under sensitivity to touch, light, taste, sound, smell or colour	• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas and use of communicate and print • Systematic organisation of independent learning tasks and activities • Clear rewards and sanctions – including motivators • Overt expectations made explicit • Calm learning environment • Whole school awareness and training • Use of ICT • THRIVE • Inclusion through play • Child centred learning through topic work	• Visual timetables and prompts • First / next boards • Simple Social Stories • Role-play scenarios • Buddy system Y6 and Reception • Circle time activities • Behaviour charts • Clear sanctions and rewards • Visual prompt cards, e.g. take turns • Emotions cards and activities • Flexible use of support staff • Lunchtime and after school clubs • School council and Eco Club • Child centred displays • Individual targets used	• Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour

Pupil Needs	Intervention	Resources	Impact/ Success Criteria
Level B) Communication and Interaction • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Attention focused on own needs and interests • Extreme reactions, rather than a graded response	• Increased adult support • Access to time out area or distraction free environment • Optional sensory breaks • Personalised Social Stories • communication and interaction group • Small friendship skills group – communication group/ SEAL group • THRIVE activities • Fun Fit group • Use of communicate and Print	• TA time • Social Stories • Developing Social Communication Skills • Communicate and Print • Playground monitoring by staff • BST	• Pupil can calmly and independently move around the school at key changeover times • Increased social inclusion • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Improved friendships • Greater participation at playtime with less adult intervention
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level C) Communication and Interaction • Unable to cope with close proximity to other • Physical outbursts if stressed, e.g. another pupil gets too close, toy taken away • Echolalia (repeating things), rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Physically challenging behaviour • Unusual reactions to sensory stimuli	• 1:1 support • Paired or 1:1 curriculum tasks with TA support, differentiated by the teacher • Individual work area • Individualised programme, including specific interventions supported by the SENCos and perhaps outside professionals • Sensory breaks and snacks • Individual visual timetable and support to use it • Visual approaches personalised to pupil including photos	• High level of TA support • Specialist team involvement, e.g. EP and C&I teams • Alternative teaching space • Training for staff in social communication difficulties as needs arise • Speech and Language Therapy • Specific use of ICT • Individual arrangements for SAT's	• Able to access the mainstream curriculum with support • Improved behaviour • Reduced frustration

• Difficulties with independence skills, such as dressing, toileting, eating	• Specific interest activities • Social Stories • Alternative means of communication • Enhanced transition • Pre Teaching • Individual curriculum modification • Back chaining		
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level A) Language • Difficulty when *saying* words or sentences • Difficulty *understanding* words or sentences • Difficulty following /processing instructions • Short attention span • Comprehension and /or decoding affected in Literacy	• Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding • Model correct sentences • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary • Guided reading for decoding and comprehension, especially inference • Whole school awareness and training	• Communicate in Print resources • Talk/sound buttons	• More contributions to class and group discussions • Expanded oral & written sentences • Increased confidence • Improved listening & attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of the lesson • Enhanced reading comprehension
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
B) Language • Considerable difficulties with receptive and / or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty	• 1:1 TA support- vocabulary, verbs, negatives, questioning, reasoning • Vocabulary teaching with phonological & semantic cues • Targeted literacy groups	• Speech/Language Link • Communication books • Resources for word and sentence development, e.g. Speechlink • Numicon • Concept signs and symbols	• Correct usage of grammar, e.g. plurals & tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words

understanding words, sentences and instructions		• BST	• Improved factual understanding &/or inference • Ability to follow longer instructions • Improved words and sentences in writing

Pupil Needs	Intervention	Resources	Impact/ Success criteria
C) Language • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating an oral sentence • Severe difficulty understanding words, sentences and instructions • Very early levels of literacy	• 1:1 support • Individualised Language Link or S&L programme • Individual vocabulary wordbook • Continued use of enhanced strategies	• S&L programme & advice • Training for staff in SLCN • Individualised Language Link programme	• Personal needs met • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
A) Speech • Speech that is sometimes difficult to understand • Decoding often poor in literacy	• Application of specific speech targets during the day • Attention & listening activities • Oral blending and segmentation linked to reading, spelling and phonics	• Speechlink games • Good listening prompts • Letters & sounds early phases • Phonics Play • Making & breaking word activities • Literacy Activities during warm up • Pie Corbett Talk for Writing	• Correct pronunciation of sounds in some situations • Segmentation of oral words
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level B) Speech • Speech is often difficult to	• Specific phonemic awareness programme linked to letters	• Phonological awareness linked to speech production	• Improved production of speech sounds

understand • Speech difficulties are impeding literacy development	• Segmentation activities linked to topic and functional vocabulary • Phonic Intervention Groups • ELS • 1:1 TA support for S&L programme	• Phonics programme with strong phonological awareness component, e.g. Letters and Sounds/ELS • BST	• These still need to be applied throughout the day • Some segmentation of vocabulary – syllables, rhyme, phonemes

Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level C) Speech • Speech is incomprehensible to an unknown adult or peer • Significant impact on literacy	• 1:1 support • Individual programme, provided by S&L • Consistent support from teacher and TA to apply speech sounds throughout the day	• Advice from S&L • Adult support for speech application throughout the day • Specialist advice from ICT Advisory teacher	• Improved but perhaps not perfect articulation of speech sounds at word, sentence or conversation level
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level A) Cognition & Learning • Low levels of attainment and progress • Difficulty acquiring new skills (particularly in Literacy and Numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing,	• Pupil's name and eye contact established before giving instructions • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and/or difficult vocabulary • Pre-teach vocabulary • Check for understanding • Consistent use of positive language • Jot down key points/instructions	• Flexible grouping • Dictaphones • Laptop • ICT resources • Vocabulary cards • Writing frames • Visual prompts • Modified resources • Alternatives to copy writing e.g. photocopies • Individual whiteboards for drafting • Letters & Sounds • Circle time • Buddy systems • Clear rewards and sanction	• Increased/equal access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Able to predict / recount content of lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and

ordering, word finding • Limited skills in verbal exchanges • Avoidance strategies	• Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Supported social and emotional development • Positive Marking • Opportunity to access and record information in a variety of ways including IT • Use of coloured IWB backgrounds, gels etc. • Paired reading • Structured phonic programmes • Consistent implementation of rewards and sanctions • Multi-sensory approach to learning (VAK) • Inclusion through play	systems • Coloured resources e.g. paper, overlay, fonts • Number lines • Maths equipment • Music to aid concentration and focus • Reward systems • THRIVE • Star of the Week • Themed weeks to focus of foundation subjects • Peer and self assessment • Child centred learning	self esteem • Reduction in anxiety • Improved listening & attention
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level B) Cognition & Learning	• Targeted / guided sessions – Literacy and Numeracy e.g	• TA time • Increasing range of specialist ICT	• Increased capacity for independent learning

• Increasing phonological and short term memory difficulties • Widening gap in attainment and progress • Increasingly low self-esteem • Episodes of frustration and / or aggressive behaviours • Episodes of dis-engagement • Difficulty in forming concepts, especially when information • Requires first hand sensory experiences	ELS, Sir Kits, Numbers Count • Adult reinforcement/ modified instructions • Specific Multi-sensory work • Structured phonic programmes based on multi-sensory approach • Pre-teaching key concepts • Planned opportunities for group pre-teaching key elements (literacy and numeracy) • Developing Touch typing • Alternate methods of recording work e.g. mind mapping, role play, audio recording, posters, dictation to peer/adult, use of ICT • Additional time for key curriculum areas • Develop a range of working memory strategies	equipment • Use of specialist programmes to make resources e.g. Communicate in Print • Reading programmes e.g. Letters & Sounds, Coloured bands • Range of specialised programmes e.g. ELS, Sir Kits, Letters and sounds, sounds Wright, • Boxes Font (dyslexia box) • Voice recognition software • ICT resources to support reading and writing e.g. mind mapping • Working memory resources/training • BST	• Improved self-esteem • Developing "I can" attitude • Decrease in number of frustrated and or aggressive behaviours • Improved engagement in learning • Desire to learn • Developing bank of secure concepts • Clear approach/ strategies of what to do when unsure or unclear about learning • Narrowing gap in attainment between peers • Improved short term memory
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level C) Cognition & Learning • Significant difficulty in retaining learning, or significant difficulty in applying learning. • Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties • Disengagement from learning, non-attendance and/or behavioural difficulties	• 1:1 support • Structured 1:1 teaching of specific numeracy skills identified through diagnostic assessments • A range of targeted interventions • Additional planning and arrangements for transition including baseline assessments • Access arrangements for tests and exams • Individual mentoring and/or counselling • Individual targets in area of	• Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers • Toe by Toe and FFT • Counting to Calculating	• Able to access mainstream curriculum with clear differentiation and appropriate provision • More able to retain information that has been regularly over-learnt • Able to apply learning in familiar context with some support • Less frequent episodes of frustration • Improved feeling of self-worth • Increase in engagement

	need • Structured individual support in Literacy and Numeracy • Specific use of ICT programmes • EP,SLCN, C&I Team • Dyslexia Outreach – work with children 1:1		levels and motivation • Increase in independency • Increase in attendance in school
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level A) Social, Mental & Emotional Health • Experiencing difficulty in remaining on task • Seeking frequent adult support • Low level disruptions or attention seeking behaviours • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful	• Clear whole school behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time, THRIVE, SEAL • Reinforcement of rules – visual prompts to support if needed • Social seating and proximity to teacher • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Calming strategies • Clear communication with parent/carer • Golden Time	• Visual prompts for positive behaviours • Reward chart/system • Whole school development with positive intervention strategies • Time out/quiet areas • SEAL • THRIVE • PSA • Behaviour Support • School Counsellor	• Increased levels of independence • Improved concentration • Improved social interaction • Greater interest in learning and improved engagement • Able to work collaboratively and improved group learning • Accelerated progress and good levels of attainment

	• Star of the Week		
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level B) Social, Mental & Emotional Health • Increasing disturbances during lessons • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Uncooperative or defiant • Increasing inability to follow instructions and routines • Presenting as significantly unhappy or stressed	• Small, carefully thought-out group settings or one-to-one working • Careful monitoring and targeting • Individual plans and/or Pastoral Support Plans / BCP's • SMART (specific, measurable, achievable, realistic and time-related) targets • Enhanced personal social and health education programmes • Programmes for managing and controlling behaviour • Anger-management programmes • Counselling and peer support • THRIVE 1:1/ groups • Timers • SEAL groups • Mentoring • Focused playground monitoring	• THRIVE individual assessments, action plans, whole class assessments • SEAL small group work • Behaviour Care Plan with SMART targets • Behaviour Care Plan for children • Risk Assessments • Handling procedures • Pastoral Support Plan for children who are at risk of disaffection and exclusion • **DAF1** • Personalised curriculum and structured activities • BST	• Feeling safe in school • Drop in anxiety levels • Staff stress levels decrease and greater confidence in managing challenging behaviour • Clear emergency procedures and care plans shared with staff, parents and child • Improved friendships and relationships • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Able to resolve conflict peacefully • Children are able to regulate their emotions
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**

Level C) Social, Mental & Emotional Health • Non-attendance • Frequent episodes of aggression towards peers and adults	• 1:1 support • Personalised curriculum and possibly timetable • Behaviour Care plan regularly reviewed with pupil and parent weekly/ daily • Identified key adult(s) • Regularly reviewed behaviour targets and/or Thrive action plan • Emphasis on social emotional learning • Regular involvement of external agencies to support and monitor progress • Individual mentoring • Home liaison book • Individual behaviour chart • Enhanced transition • Daily talk time • Group of friends	• Access to 1:1 support as needed • Small group intervention such as Thrive work • Interventions such as art/play therapeutic approaches • Mentoring • Outdoor learning • Behaviour Support Team • CAMHS • EP • PSA	• Decrease in incidents from records • Beginning to feel safe • Beginning to feel special and have needs met • Beginning to trust adults • Beginning to participate and contribute to a small group and signs of some pro social behaviours • Better understanding of child's needs
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level A) Physical & Sensory • Difficulty listening • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment	• Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available	• Visual aids and prompts • Subject vocabulary dictionary • Development of visual learning environments • Vocabulary cards and cues • Disability awareness training • Clean whiteboards and good quality pens • Sloping boards • Use of blinds/curtains to block sun • 'Leap into Life'	• Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information

• Difficulty with handwriting / fine motor control	at the beginning of each topic • Developing note taking skills • Allow thinking time • Summarise key points at start and end of lesson • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Pre-writing activities / warm up • Letter formation and fine motor skills activities • Grip development • Pre-prepared work with date/LO etc. • Electronic copies of work • Inclusion through play	• Write Dance • Range of pencils and grips • Access to ICT programmes and support tools	• Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information
Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level B) Physical & Sensory • Difficulty listening at a distance of more than 2 metres from the speaker • Moderate visual impairment	• TA support • TA to support revision of key skills and concepts • Use of note taker (TA) – using IT, mind maps etc. • Modified resources (e.g. large print) • Training and intervention from staff • ICT training to increase independent access • Social/life skills development • Visual and Auditory perception • Movement Group / Fun Fit • Carefully timed activities • Fine/ Gross motor skills/ handwriting/ keyboard	• Variable TA time • Curriculum reflects disability awareness • Teacher of the Deaf support • Large print books • Electronic books • Low vision aids • Exam modifications • Personal laptop • Differentiated equipment across subjects • VI/HI team support • Fun Fit intervention • Equipment to aid skills • Fun Fit	• Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development

Pupil Needs	**Intervention**	**Resources**	**Impact/ Success criteria**
Level C) Physical & Sensory • Severe/profound hearing loss • Unable to listen, process information efficiently and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment	• 1:1 support • Small group work; • Discrete adult monitoring to ensure support and safety • Live speaker / translator • Copies of scripts and subtitles • TA supporting social inclusion • Specialist training • Specialist teaching sessions • Adaptation of all materials • Personal/revised timetable	• Time with specialist teacher • Specialist advice and support • Disability awareness • TA support to review language and notes • Individual or small group sessions • VI/HI team time – Vranch House, OT, Sensory assessments • Enhanced transition • Support with personal care – Intimate Care Policy • Bladder and Bowel Service • School Nurse • BST	• Improving language and literacy skills • Increased confidence approaching new situations • Able to access curriculum • Improved BPVS results • Improved phonological awareness - increasing vocabulary