

Newton Poppoleford SEND Provision Map 2017

There are four areas of need:

1) Communication & Interaction; 2) Cognition & Learning; 3) Social, Mental & Emotional Health; 4) Physical & Sensory.
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 |
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| Level A) Communication and Interaction <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
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| Level B) Communication and Interaction <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • TA time • Social Stories • Developing Social Communication Skills • Communicate and Print • Playground monitoring by staff • BST | <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Able to access the mainstream curriculum with support • Improved behaviour • Reduced frustration |

| <ul style="list-style-type: none"> Difficulties with independence skills, such as dressing, toileting, eating | <ul style="list-style-type: none"> Specific interest activities Social Stories Alternative means of communication Enhanced transition Pre Teaching Individual curriculum modification Back chaining | | |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| Level A) Language <ul style="list-style-type: none"> Difficulty when <i>saying</i> words or sentences Difficulty <i>understanding</i> words or sentences Difficulty following /processing instructions Short attention span Comprehension and /or decoding affected in Literacy | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Communicate in Print resources Talk/sound buttons | <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Considerable difficulties with receptive and / or expressive vocabulary Short and inaccurate sentences – oral and written Considerable difficulty | <ul style="list-style-type: none"> 1:1 TA support- vocabulary, verbs, negatives, questioning, reasoning Vocabulary teaching with phonological & semantic cues Targeted literacy groups | <ul style="list-style-type: none"> Speech/Language Link Communication books Resources for word and sentence development, e.g. Speechlink Numicon Concept signs and symbols | <ul style="list-style-type: none"> Correct usage of grammar, e.g. plurals & tenses Shift from spoken phrases to sentences Wider vocabulary, including core, extended & subject words |

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| understanding words, sentences and instructions | | <ul style="list-style-type: none"> BST | <ul style="list-style-type: none"> Improved factual understanding &/or inference Ability to follow longer instructions Improved words and sentences in writing |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
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| C) Language <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 1:1 support Individualised Language Link or S&L programme Individual vocabulary wordbook Continued use of enhanced strategies | <ul style="list-style-type: none"> S&L programme & advice Training for staff in SLCN Individualised Language Link programme | <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Speech that is sometimes difficult to understand Decoding often poor in literacy | <ul style="list-style-type: none"> Application of specific speech targets during the day Attention & listening activities Oral blending and segmentation linked to reading, spelling and phonics | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Correct pronunciation of sounds in some situations Segmentation of oral words |
| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| Level B) Speech <ul style="list-style-type: none"> Speech is often difficult to | <ul style="list-style-type: none"> Specific phonemic awareness programme linked to letters | <ul style="list-style-type: none"> Phonological awareness linked to speech production | <ul style="list-style-type: none"> Improved production of speech sounds |

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| <ul style="list-style-type: none"> understand Speech difficulties are impeding literacy development | <ul style="list-style-type: none"> Segmentation activities linked to topic and functional vocabulary Phonic Intervention Groups ELS 1:1 TA support for S&L programme | <ul style="list-style-type: none"> Phonics programme with strong phonological awareness component, e.g. Letters and Sounds/ELS BST | <ul style="list-style-type: none"> These still need to be applied throughout the day Some segmentation of vocabulary – syllables, rhyme, phonemes |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
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| Level C) Speech <ul style="list-style-type: none"> Speech is incomprehensible to an unknown adult or peer Significant impact on literacy | <ul style="list-style-type: none"> 1:1 support Individual programme, provided by S&L Consistent support from teacher and TA to apply speech sounds throughout the day | <ul style="list-style-type: none"> Advice from S&L Adult support for speech application throughout the day Specialist advice from ICT Advisory teacher | <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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, | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

| <ul style="list-style-type: none"> ordering, word finding Limited skills in verbal exchanges Avoidance strategies | <ul style="list-style-type: none"> 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 | <p>systems</p> <ul style="list-style-type: none"> 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 | <p>self esteem</p> <ul style="list-style-type: none"> Reduction in anxiety Improved listening & attention |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| Level B) Cognition & Learning | <ul style="list-style-type: none"> Targeted / guided sessions – Literacy and Numeracy e.g | <ul style="list-style-type: none"> TA time Increasing range of specialist ICT | <ul style="list-style-type: none"> Increased capacity for independent learning |

| <ul style="list-style-type: none"> 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 | <p>ELS, Sir Kits, Numbers Count</p> <ul style="list-style-type: none"> 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 | <p>equipment</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| <p>Level C) Cognition & Learning</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers Toe by Toe and FFT Counting to Calculating | <ul style="list-style-type: none"> Able to access mainstream curriculum with clear differentiation and appropriate provision More able to retain information that has been regularly over-learned Able to apply learning in familiar context with some support Less frequent episodes of frustration Improved feeling of self-worth Increase in engagement |

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| | <p>need</p> <ul style="list-style-type: none"> • Structured individual support in Literacy and Numeracy • Specific use of ICT programmes • EP,SLCN, C&I Team • Dyslexia Outreach – work with children 1:1 | | <p>levels and motivation</p> <ul style="list-style-type: none"> • Increase in independency • Increase in attendance in school |
| Pupil Needs | Intervention | Resources | Impact/ Success criteria |

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| Level A) Social, Mental & Emotional Health <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Wellbeing intervention groups Mentoring Mindfulness group 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 Star of the Week | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| Level B) Social, Mental & Emotional Health | <ul style="list-style-type: none"> Wellbeing intervention groups Mentoring Mindfulness groups | <ul style="list-style-type: none"> THRIVE individual assessments, action plans, whole class assessments | <ul style="list-style-type: none"> Feeling safe in school Drop in anxiety levels Staff stress levels |

| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <p>decrease and greater confidence in managing challenging behaviour</p> <ul style="list-style-type: none"> 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 |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| <p>Level C) Social, Mental & Emotional Health</p> <ul style="list-style-type: none"> Non-attendance Frequent episodes of aggression towards peers and adults | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

| | <ul style="list-style-type: none"> • Mentoring • 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 | | child's needs |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| Level A) Physical & Sensory <ul style="list-style-type: none"> • 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 • Difficulty with handwriting / fine motor control | <ul style="list-style-type: none"> • 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 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 | <ul style="list-style-type: none"> • 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' • Write Dance • Range of pencils and grips • Access to ICT programmes and support tools | <ul style="list-style-type: none"> • Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • 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 |

| | <ul style="list-style-type: none"> • Pre-prepared work with date/LO etc. • Electronic copies of work • Inclusion through play | | |
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| Pupil Needs | Intervention | Resources | Impact/ Success criteria |
| Level B) Physical & Sensory <ul style="list-style-type: none"> • Difficulty listening at a distance of more than 2 metres from the speaker • Moderate visual impairment | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Severe/profound hearing loss • Unable to listen, process | <ul style="list-style-type: none"> • 1:1 support • Small group work; • Discrete adult monitoring to | <ul style="list-style-type: none"> • Time with specialist teacher • Specialist advice and support • Disability awareness | <ul style="list-style-type: none"> • Improving language and literacy skills |

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| <p>information efficiently and write at the same time</p> <ul style="list-style-type: none"> • Poor semantic knowledge • Weak phonology • Profound visual impairment | <p>ensure support and safety</p> <ul style="list-style-type: none"> • Live speaker / translator • Copies of scripts and subtitles • TA supporting social inclusion • Specialist training • Specialist teaching sessions • Adaptation of all materials • Personal/revised timetable | <ul style="list-style-type: none"> • TA support to review language and notes • Individual or small group sessions • VI/HI team time – Vbranch House, OT, Sensory assessments • Enhanced transition • Support with personal care – Intimate Care Policy • Bladder and Bowel Service • School Nurse • BST | <ul style="list-style-type: none"> • Increased confidence approaching new situations • Able to access curriculum • Improved BPVS results • Improved phonological awareness - increasing vocabulary |
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