

ST. LAWRENCE C.E PRIMARY SCHOOL SEND WHOLE SCHOOL PROVISION MAP



Area of Need	<u>Wave One</u> Quality First Teaching All children	<u>Wave Two</u> Additional to: Targeted support For those children working towards age related expectations who need an additional boost (Not necessarily identified as SEND)	<u>Wave Three</u> Additional SEND support For those children, who despite Wave 2 support require further intervention or Wave 2 is not appropriate due to specific need
GRADUATED APPROACH – Assess, Plan, Do, Review			
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes • Individual Targets • Read, Write, Inc • Visitors to the school to enhance the curriculum offer 	<ul style="list-style-type: none"> • Additional targeted support - individual or small group (Reading, Writing, Spelling, Maths) • Precision teaching • SNIP Programme • Consolidation of basic maths skills • Barrington Stoke Dyslexia Friendly texts 	<p>English</p> <ul style="list-style-type: none"> • 1:1 Reading / Writing / Spelling support • Precision teaching - high frequency words / spelling • Toe by Toe • The Word Wasp • Hornet • LSAT advice on Dyslexia / screening assessments <p>Maths</p> <ul style="list-style-type: none"> • 1:1 teaching of Maths • Precision teaching of number • Pre/post teaching of key concepts and vocab • Max's Marvellous Maths • Advice on Dyscalculia • Specific ICT equipment

Communication and Interaction	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes • Rich language environment • Talk partners • Role play 	<ul style="list-style-type: none"> • Targeted support - activities for speaking and listening • Visual clues to support breaking down steps in learning and retrieving information • Additional processing (thinking) time provided • ELKLAN trained member of staff to assist planning and delivery of short targeted intervention programmes • IT programme - Dragon Dictation 	<ul style="list-style-type: none"> • 1:1 tailored programmes following advice from SALT • Planning and delivering 1:1 targeted interventions following SALT / LSAT recommendations • Pre/post tutoring of key vocab/concepts. • Specific ICT equipment - voice activation software / specific SAL APPs • CPD from The Bridge in use of the TEECH programme
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • School Ethos • The 'St. Lawrence' Way - Guiding Principles • Whole School Behaviour Policy • School Values - daily worship • School Council • 'Time to Talk' reflective sessions • Safety Ambassadors (Safeguarding team) • Lunchtime staff - activity offer • Buddy Bench • Year 6 buddies • CALM Brain • Future In Mind CPD and resources • Celebration assemblies • Whole School House Point system • Class based reward systems • PCLIMB - PSHE Curriculum (Cambridge) • Computing Curriculum • Anti-Bullying Week focus (Nov) • Visual timetables • Visitors to the school to enhance the curriculum offer 	<ul style="list-style-type: none"> • ELSA support (CL) Tibberton/St. L • Social skills group / Build to Express • Social stories / Socially speaking game • Individual reward / sanctions system • Responsibilities • IBP (Individual Behaviour Plan) • Behaviour risk assessment • Calm Brain - Phase One activities (2:3) • Personal visual timetables • Daily 1:1 talk time • Fiddle toys • Quiet time / quiet area to work (supervised) 	<ul style="list-style-type: none"> • Support and advice from BSAT (Behaviour Support Advisory Team) • Support and advice form EP (Educational Psychologist) • Support and advice form LSAT (Learning Support Advisory Team) • Modifications to the curriculum to allow time out in a responsible role eg. Gardening, Forest School • Additional 1:1 or small group support at breaktimes / lunchtimes • ELSA support • Socially Speaking - Social stories • IBP (Individual Behaviour Plan) • Behaviour risk assessment • Additional transitional opportunities at end of key stage and class change • CPD and advice from The Linden Centre • Early Intervention Practitioners (EIP)

Sensory and / or physical needs	<ul style="list-style-type: none"> • PE curriculum • Forest School • Commando Joe's - Resilient Approaches/Team Building • Differentiated handwriting activities • Range of suitable, accessible equipment • Classroom environment - seating, lighting, ventilation, noise, IT equipment • CALM Brain • Staff training - VI / HI (Sensory Inclusion Service) 	<ul style="list-style-type: none"> • Use of the Occupational Therapy Support Pack - specific activities and resources • Small group - gross / fine motor skills (Cool Kids resources) • Modified SAT papers • Additional time provided for assessments 	<ul style="list-style-type: none"> • Support and advice from SIS - Sensory Inclusion Service • Staff training re: additional specific equipment • Support and advice from Occupational Therapy Service • Individual Risk Assessments • Additional adapted/specialist equipment recommended by outside agency eg. sloping board, wobble cushion • SIS support in the development of risk assessments for residential visits
Outside Agency support	<p>LSAT - Learning Support Advisory Team / Teacher BSAT - Behaviour Support Advisory Team / Teacher OT - Occupational Therapist SALT - Speech and Language Therapist EP - Educational Psychologist SIS - Sensory Inclusion Service (VI - Visually Impaired and HI - Hearing Impaired) EIP - Early Intervention Practitioners</p>		
Planned Training	<p>Listen with Lucy - Spring term 2020 (TJ) ELSA Training - Summer Term 2020 (TJ) Dyslexia Approaches - Whole School Spring 2020 Level 1 Autism Support Training - Whole School Training Spring 2020</p>		