

**FEDERATION of TIBBERTON CE PRIMARY SCHOOL & ST LAWRENCE CE Primary Schools**  
**SEND whole school provision map**



Area of Need	<b>Wave One</b> Quality First Teaching All children	<b>Wave Two</b> Monitoring List Additional to: Targeted support for those children working towards age related expectations who need an additional boost (Not identified as SEND)	<b>Wave Three</b> SEND Register Additional SEND support for those children, who despite Wave 2 support require further intervention or Wave 2 is not appropriate due to specific need. (Identified as SEND)	<b>Wave Four</b> Additional Funding Additional Funding is sought/secured to further the support offered. Support, adaptations are increased and resources (staff/equipment) are put into place.
<b>GRADUATED APPROACH – Assess – Plan – Do - Review</b>				
<b>Cognition and Learning</b>	Adaptive teaching, planning, activities, delivery and outcomes Individual Targets Visitors to the school to enhance the curriculum offer Study buddies/peer support Pedagogical strategies to enhance access to learning	Additional targeted support – individual or small group Pre/post teaching Additional Reading Precision teaching SNIP Programme Core Maths Skills Barrington Stoke Dyslexia Friendly texts Writing Prompts Classroom Resources Little Wandle Catch Up/Keep Up	1:1 Reading / Writing / Spelling Little Wandle SEND programme Precision teaching Toe by Toe The Word Wasp Hornet LSAT advice on Dyslexia / screening assessments Plus 1 Pre/Post Teaching Max’s Marvellous Maths Power of 2 Specific ICT equipment Now and Next Board Personal Knowledge Organiser Small Group Over-teaching	
<b>Communication and Interaction</b>	Adaptive planning, activities, delivery and outcomes Rich language environment Talk partners Role play Vocabulary Lessons Classroom Talk Routines	Additional targeted support – speaking and listening Visual clues to support retrieving information Additional processing (thinking) time IT programme – Dragon Dictation	1:1 tailored programmes following advice from SALT ELKLAN Language Builders Pre/Post Teaching of key vocab/concepts. Specific ICT – voice activation software / specific SAL APPs CPD from The Bridge in use of the TEECH programme Colourful Semantics KIM’s Game Conversation Games Focused Work Spaces/Routines	

<p><b>Social, Emotional &amp; Mental Health</b></p>	<p>School Ethos Whole School Behaviour Policy School Values – daily worship e-Safety CALM Brain Future In Mind CPD Celebration Assemblies House Point System School Reward Systems PSHE Curriculum Anti-Bullying Week focus (Nov) Worry Monsters Visual Timetables Visitors to the school to enhance the curriculum offer Social Stories Class Assemblies School Committees</p>	<p>Social skills group Build to Express Socially speaking game Individual reward / sanctions Responsibilities Behaviour risk assessment Calm Brain – Phase One activities (2:3) Personal visual timetables Daily 1:1 talk time Play therapy Fiddle toys Quiet time / quiet area to work (supervised) Access to the School and Family Liaison Officer Busy Book Sensory Room Time</p>	<p>Support and advice - BSAT (Behaviour Support Advisory Team) Support and advice - EP (Educational Psychologist) Support and advice - LSAT (Learning Support Advisory Team) Modifications to the curriculum Additional 1:1 or small group support at breaktimes / lunchtimes ELSA support Talk About Intervention ASD Tool Kit The Worry Tree Blob Trees IBP (Individual Behaviour Plan) Behaviour risk assessment Additional transitional opportunities at end of academic year CPD and advice from The Linden Centre Early Intervention Practitioners (EIP) Starving the Anxiety Gremlin Cognitive Behavioural Therapy Mentor Early Help Calm, Safe Space Modelling Friendships</p>
<p><b>Sensory and / or physical needs</b></p>	<p>PE curriculum Fine Motor and Gross Motor Handwriting activities Suitable/Accessible equipment Classroom environment – seating, lighting, ventilation, noise, IT equipment CALM Brain Staff training – VI / HI (Sensory Inclusion Service)</p>	<p>Use of the Occupational Therapy Support Pack – specific activities and resources Modified SAT papers Additional time provided for assessments Specific Equipment SIS Equipment– e.g. FM Unit Wobble Cushion Resistance Band Sensory Room Time</p>	<p>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 Working Environment adjusted for needs Coloured paper/background Small group – gross / fine motor skills (Cool Kids) Link up/outreach schemes with Specialist schools</p>
<p><b>Outside Agency support</b></p>	<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>		

	PT – Play Therapy
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