**Kesh Primary School - Special Educational Needs Provision Mapping**

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| **Whole School Provision** | | | | | | |
| **Cognitive and Learning** | | **Social, Behavioural, Emotional and Well -Being** | | **Speech, Language and Communication Needs** | | **Sensory and Physical** |
| For pupils displaying or experiencing Cognition & Learning Difficulties   * Providing visual prompts and cue cards * Pairing with another peer * Allowing time for processing * “Chunking” instructions * Differentiating and facilitating small reading groups with high interest level reading materials based at appropriate reading ages * Using ICT supports such as Text Help Read&Write software, mind mapping software, predictive word processing * Having some homework electronically available * Using alternative recording methods e.g. Power Point presentations, making posters, oral presentations, mind maps, writing frames, cloze procedures, prompt sheets with keywords/openings to build paragraphs around etc. * Using spelling word banks * Timetabling Paired Reading Programmes/ Reading Literacy Mathematics booster groups, Accelerated Reading * Using variety of teaching styles and approaches with both open and closed tasks matched to the needs of the individual/ revisit, revise, repeat * Using a multisensory learning approach – visual, auditory & kinaesthetic learning – and making use of music, graphics, actions etc. * Providing aids (alphabet strip, pocket calendar, table squares calculator, reading ruler etc.) for sequences such as days of the week, months of the year, the alphabet, times tables and number facts * Using clear, well-spaced print (optimum size N14) that has good contrast * Planning whole school awareness training on Dyslexia * Availing of Dyslexia Friendly Toolbox - magnetic letters, ICT software, electronic spellers, literacy games, word mats, whiteboards, overlays, self-check cue cards: Capital Letters, Punctuation, Spelling * Giving opportunities for revision and overlearning; strategies to develop and extend listening and attention * Transition Programmes in preparation for post primary including pupil profile * Using cursive handwriting programme to support motor memory for spelling * Building confidence and motivation and accentuating strengths | For pupils displaying or experiencing SBEW needs   * Adhering to whole school Positive Behavioural Policy * Using Circle Time to teach and practice social skills * Regular use of group Merit Reward Systems * Seating of pupil in a quieter area of the classroom with minimal environmental distractions * Having agreed taught, clear consistent classroom rules, routines and consequences * Using Incentives that are valued by pupils * Putting up a written/ visual timetable at the beginning of the day and talking through * Using auditory/visual indicators to end or change an activity * Using visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hands up, wait, quiet) to show expectations of social behaviours * Providing specific direction, “Put your hands on your   knees” as opposed to “Don’t ….”   * Facilitating access to quiet room/ Use a Time Out pass * Having a sensory box accessible within the classroom * Provision of worry boxes in classrooms * Individual work screens * Sit ‘n’ Move cushions * Organised seating plan and layout that is flexible for appropriate delivery of different activities and allows easy access to resources * Feeling fans / boards * Friendship Tree * Planning and delivering differentiated lessons * Planning for opportunities to teach and model conflict resolution skills * Self-monitoring and self-assessment activities * Providing additional “take up time” to respond * Pupils have a record of their progress and achievement * Organising peer support * Planning for whole school training on positive behaviour management * Using PATHS programme in class * Involving parents - attendance at meeting, training, parent information evenings/home school liaison book * Relaxation breaks -sensory room, walk, outside play area etc. * Delivering Self Esteem programmes and activities in PDMU and adhering to school’s Pastoral Care Policy | | For pupils displaying or experiencing SLC difficulties   * Involving parents - attendance at meeting, training, parent information evenings/home school liaison book * Using cued listening * Planning and evaluation of differentiated curriculum activities, delivery and outcome * Being aware of the number of information carrying words being used * Chunking instructions, giving processing/response time and stressing keywords * Supporting oral presentation with visuals/ kinaesthetically * Using visual introductions/ summaries of discussions – mind maps, flow charts, comic strip format, bullet points etc. * Using consistent non-verbal signs for good looking/ good listening look/hands up/wait/quiet etc * Accepting the pupil’s verbal feedback and modelling the correct phrasing if required * Structuring school and class routines * Rooms/environment labelled * Explaining metaphorical language and idioms * Having a traffic light/ thumbs up symbol system for pupils to visually record their understanding of an activity * Reducing background noises and distractions * Having Think, Pair, Share strategy * Using social stories to teach specific scenarios and prepare for change * Providing a Playground buddy system * Demarking a quiet area for use in the classroom (if possible) * Seating pupil away from busy displays and distractions * Movement breaks/ sensory & fidget toys * Using Circle Time to teach social skills/ Golden Rules etc. * Providing structure for unstructured times e.g. chess/games break time clubs * Using display/pictorial aids in the canteen and send home menus/ have on website for viewing * Lego therapy club * Providing a Sensory Toolkit e.g. ear defenders, lap weights (with discussion with parents) * Using a class/ individualise timetable - visual or written * Using visual task plans and frameworks * Planning for whole staff training in ASD and SLCN * Designated areas in classroom for specific activities * Transition Programmes for moving classes/ school * Talking Partners * Having agreed priority placement in queues - dining hall, assembly * Pupil profile | | For pupils experiencing sensory or physical needs   * Seating the pupil at the front of the class with their back to the window/preferential seating * Facing the pupil when speaking to them and speak clearly at a normal rate * Minimising background noise when possible, have some areas carpeted if possible/ rubber feet on tables/chairs/close windows and doors * Facilitating access to quiet area /Sensory Room * Employing a variety of methods for recording information, e.g. computer, diagram, mind map * Involving parents at attendance of meetings/ use of strategies * Good lighting in classrooms * Chunking of classroom instructions, using of visual aids and emphasising keywords * Daily checking of homework diaries * Using clear, well-spaced font type (optimum size N14) that has good contrast and is non-cluttered. * Using Accessibility Options on laptops/iPads for example colour contrast for pupils with colour blindness * Having slant boards available (Y6 Store) * Modifying workspaces to avoid clutter * Keeping of corridors and thoroughfares free of school bags and clutter * Labelling classrooms and providing clear illustrated information on notice boards and doors * Employing a variety of methods for recording information, e.g. computer, diagram, mind map * Making sure all staff are aware of the nature of the disability and any perceptual or motor ability difficulty associated with a specific condition * Adapting the layout of the classroom to maximise pupil independence * Disabled entrances/ toilet facilities * Checking seating height * Having access to a quiet room * Participating in Sensory Motor Group * Using a Sensory Toolkit/ Sensory Room/pencil grips * Buddy system * Accessible planning for environment, curriculum, After School Clubs and school trips * Using adaptable PE programmes that support inclusive practice/specialist equipment * Care Plans and Risk Assessments | |

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| **Special Educational Provision - Stage One**  Personal Learning Plans with specific targets agreed with parents and pupil  Referrals to EA for external Special Educational Provision consulting with Educational Psychology Service as appropriate  All adjustments available within Whole School (WS) Support plus Additional Provision: | | | |
| **Cognitive and Learning**   * Withdrawal groups for 20 minutes x 2 times per week for 10 weeks on targeted and sequential literacy /numeracy intervention programmes * Evaluation and monitoring using quantitative data * Providing 1 to 1 and/or small group support by specialist teacher/CA * Delivering programmes to teach specific strategies to improve organisation * Provision of an individualised comprehensive study pack * Teaching of and using in class Text Help Read&Write software * Introduction of specific SEN Reading scheme and providing resources for additional home support (e.g. Harberton, Wolf Hill, PM Starters) * Recording homework for pupil that they can stick into their book or the information is recorded/electronically available   Using individualised worksheets adapted to strengths of pupils | **Social, Behavioural, Emotional and Well -Being**   * Timetabling an adult for a daily one to one Meet and Greet * Creating a personal behaviour book with the pupil and using to teach and reinforce preferred behaviours * Using a designated quiet area for de-escalation after an incident as agreed and recorded in Individual Behavioural Plans * Modelling, coaching and reinforcing social skills * Teaching consequences and pre-agreed strategies that can be used by the pupil to de-escalate, e.g. listening to music, self- talk * Promoting pupil involvement in planning, implementation and review of targets * Risk Assessment and Risk Management Plans * Teaching and using comic strip and social stories in preparation and de briefing sessions * Facilitating timetabled and supervised Brain Breaks * Teaching anxiety and anger management techniques such as deep/controlled breathing Teaching of Resilience Programmes in small group sessions or one to one * Timetabling of group /one to one counselling sessions * Participation in tailored Therapy Sessions | **Speech, Language and Communication Needs**   * Delivering Speech & Language Programme recommended by the pupil’s SAL Therapist * Teaching and generalising of strategies to help process information e.g. silent rehearsal, identifying keywords * Using Communicate in Print to support an individual’s spoken language and communication l * Specifically designed social skills training sessions, including peer involvement, to support generalisation * Using individually devised transition programmes/ timetable * Making a personalised book of social stories and encourage using independently in class * Debriefing sessions after specific social activities * Using a personalised home/school diary * Using a workstation and left to right system for activities * Risk Assessments/ Management Plans * Individualised Profile available for substitute staff * Using visuals to teach and enable communication of feelings e.g. anxiety / change card etc. * “I am working for …” board * Using video social stories/role play/social skills picture stories/comic strip | **Sensory and Physical**   * Availing of pre/post tutoring in timetabled specific lessons to ensure vocabulary is familiar prior to class work * Giving extra time for listening, thinking and responding verbally and in written format * Delivering programmes for extension of language * Tailoring the quantity of work while still fulfilling the objective of lesson * Pre/post tutoring for some lessons to ensure consolidation * Teaching the pupil to verbalise needs by specifying what they can/cannot visually access * Flexible break/lunch arrangements * Providing adaptive materials * Offering additional time for completion of tasks / tailoring quantity of work * Participation in an Individualised handwriting programme devised and delivered by LST/CA on a one to one/small group basis including OT exercises * Participation in Individualised motor skills one to one programme following advice from OT report * Delivering social skills group activities devised to suit the needs of the individual |

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| **Stage Two**  All adjustments available at Whole School and Stage One plus:  Personal Learning Plans with specific targets agreed with parents and pupil  Consideration of request for Statutory Assessment consulting with Educational Psychology Service as appropriate | | | |
| **Cognitive and Learning**   * Support and advice from EA Literacy Service, SEN Early Years Inclusion Service (SENEYIS) | **Social, Behavioural, Emotional and Well -Being**   * Support and advice from EA Behaviour Support and Provisions, SENEYIS and/or HSCT | **Speech, Language and Communication Needs**     * Support and advice from EA Language and Communications Service, SENEYIS, Autism Advisory Intervention Service and/or HSCT | **Sensory and Physical**   * Support and advice from EA SEN Inclusion Service - Learning and Medical Needs, Sensory Support Service and/or HSCT |
| **Stage Three**  All adjustments available at Whole School, Stage One and Stage Two plus:  Personal Learning Plans with specific targets agreed with parents and pupil | | | |
| * Statement of SEN * Support, intervention or advice from EA external agencies * EA funded adult support | * Statement of SEN * Support, intervention or advice from EA external agencies and HSCT * EA funded adult support | * Statement of SEN * Support, intervention or advice from EA external agencies and HSCT * EA funded adult support * Educational Resource Centre attached to mainstream school | * Statement of SEN * Support, intervention or advice from EA external agencies and HSCT * EA funded adult support |