

This document sets out a summary of the provision in our school for SEN Support. Please note that this map is designed to reflect the needs of children currently in our setting and will be adjusted and amended to meet the changing needs of children as they develop and/ or new joiners to our school as needed.

The provision is split into 3 Waves as follows:

Wave 1 – This is provision that is available to all children in the school and forms part of our Quality First Teaching approach which provides high quality teaching to all children adapted to their individual learning styles, prior learning and educational need.

Wave 2 – This is provision that is provided in addition to Wave 1 provision. This is available to children who may have been identified as having Special Educational Needs (SEN) or be given as a booster to children (not on SEN register) as needed based on needs identified through teacher assessment.

Wave 3 – This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who require further targeted or personalised support.

Sutton-on-the-Forest School – Whole School Provision Map

Area of Difficulty	Wave 1 <i>All pupils (where appropriate)</i>	Wave 2	Wave 3
Cognition and Learning	<p>High expectations of children and appropriate challenge for all</p> <p>Clear learning objectives and differentiated outcomes, clear instructions</p> <p>Clear feedback and next steps in their learning – children involved in the process and given time to respond</p> <p>Behaviour for Learning at the heart of lessons/school ethos</p> <p>Learning walls to support key learning points</p> <p>Time to talk things through with a Talk Partner before feeding back to class. Thinking time built in to questioning (use of thumbs up/ discreet signal rather than hands up)</p> <p>Access to ICT to help reduce barriers to learning</p> <p>Writing frames or alternatives to written recording when writing is not the primary objective</p> <p>Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</p> <p>Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc</p>	<p>Maths intervention (Plus One, Power of 2, One minute maths)</p> <p>That Dog/ Moon Dog phonics reading scheme booster group</p> <p>Use of Barrington Stokes reading scheme</p> <p>Writing booster group</p> <p>Phonics booster group</p> <p>Toe by Toe reading intervention</p> <p>Nessy - online programme to support children with reading and spelling skills development.</p> <p>Reciprocal Reading groups</p> <p>ACE Spelling dictionaries</p> <p>Speech to text and text-reading software.</p> <p>Precision teaching to address areas of need for example sight words, key vocabulary, maths facts.</p>	<p>Educational Psychology Services assessment and advice.</p> <p>1:1 maths intervention</p> <p>Visual/auditory memory activities.</p> <p>Personalised learning including 1:1 or small group inputs and work to support delivery of personalised curriculum based on individual need.</p>

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	<p>Use of concrete resources to build understanding of mathematical concepts, then moving to pictorial and finally abstract representations.</p> <p>Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place</p> <p>Personalised and differentiated teaching, including questioning</p> <p>Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions</p> <p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Visual timetables</p> <p>Dictionaries, thesauruses, phoneme mats, writing formation strips available to all.</p>		
<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p>	<p>Time to talk/ Socially speaking group intervention</p> <p>Talk about intervention series</p> <p>Friendship and Conversation skills intervention</p> <p>NELI (Nuffield Early Language Intervention)</p> <p>Talk Boost</p> <p>Use of Now and Next boards and step-by-step checklists.</p>	<p>Educational Psychology Services assessment and advice.</p> <p>SALT support as set out in individual Episode plans</p> <p>Individual support packages, for example, Black Sheep intervention support.</p>

Sutton-on-the-Forest School – Whole School Provision Map

		Use of I Can box or similar to recognise and share achievements.	
Emotional, Behavioural and Social	<p>Whole school positive behaviour policy</p> <p>House point merit award system</p> <p>School values award system</p> <p>Assemblies: Celebration assembly, collective worship</p> <p>Wellness whole school initiative including wellness days.</p> <p>Use of Jigsaw programme for PSHE</p> <p>Use of picture and story books focussing on diversity and what makes us unique and special.</p>	<p>Wellbeing groups led by Wellbeing specialist</p> <p>Lunchtime social groups according to need (e.g. drama, music, Lego, arts and crafts)</p> <p>Trained wellbeing champions across the school</p> <p>Regular wellbeing monitoring for all children.</p> <p>Emotional literacy booster intervention (Using Stories to boost Emotional literacy)</p> <p>Use of Feelings-Thoughts-Behaviour sheets to promote understanding of feelings and how to manage them.</p> <p>Circle of Friends group.</p>	<p>Individual support packages through including anger management, social skills and anxiety management.</p> <p>Social Stories</p> <p>Involvement of CAMHS and other mental health services.</p> <p>1:1 or small group mental health support with Senior Mental Health Lead.</p> <p>Provision of personal area (e.g. desk, cushions etc) for children to use when needed (e.g. if dysregulated).</p>

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<p>Sensory and Physical</p>	<p>Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Ear defenders Kneeling tables Privacy screens</p>	<p>Sensory feedback cushions, bouncy chair strips, swiss balls, fidgets.</p> <p>Small group fine motor skills development</p> <p>Additional handwriting practice</p> <p>Use of overlays/ reading rulers</p> <p>Pencil grips/ pencils to support pencil grip development.</p> <p>Colour coded keyboards on chromebooks and chrome books set up to provide appropriate coloured screen backgrounds for children to meet needs.</p>	<p>Advice/equipment/training from Sensory Support Team</p> <p>Physiotherapy plans followed in school</p> <p>Support from Physiotherapy Services</p> <p>Support from Occupational Therapy Services</p> <p>TA support during PE/outdoor learning activities.</p> <p>School Nursing Team support.</p>
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