

Whole School SEN Provision Map

Wave 1 Inclusive quality first teaching for all.

Good quality, inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 1 examples:

Personalised curriculum.

Personalised delivery e.g. simplified language, slower pace.

Personalised outcomes e.g. use of Text ease.

Adapted visual aids, modelling.

Use of writing frames etc.

Wave 2 Additional interventions to enable children to work at age-related expectations or above.

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up).

Wave 2 examples:

In class LSA literacy and numeracy support.

Memory Magic, Emotion Coaching and catch-up programmes.

Small group work.

Small group use of ICT programmes i.e. Clicker8, PECS.

Differentiated resources.

Wave 3 Additional highly personalised interventions.

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision.

Wave 3 examples:

Speech and language interventions.

External agency intervention.

Individual literacy, phonic programme.

Additional planning and individual arrangements for transition.

Individual arrangements for SATs.

COMMUNICATION AND INTERACTION

Assessment:

Phonics Assessments

Observations

Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS

Verbal and Non-Verbal Testing in learning screenings Useful Support:

Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs

The Communication Trust primary and secondary school age progression tools may be used to assess language skills

Universally Speaking

The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.

<http://www.ican.org.uk/>

<http://www.inclusive.co.uk/hardware/communicators-and-controllers>

<http://www.autism.org.uk/>

<https://speechlink.co.uk/auth/login>

<http://www.talkingpoint.org.uk/>

<https://www.thecommunicationtrust.org.uk/>

<http://www.smira.org.uk/>

<http://www.researchautism.net/>

<http://www.stammering.org/>

<http://www.autismeducationtrust.org.uk/>

<http://www.afasic.org.uk/>

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

COMMUNICATION AND INTERACTION

NEED	WAVE 1 (HQT)	WAVE 2	WAVE 3	OUTCOMES
<p>Difficulty knowing how to talk and listen to others in a conversation.</p> <p>Difficulty making and maintaining friendships.</p> <p>Anxiety in busy, unpredictable environments.</p> <p>Difficulty coping in new or unfamiliar situations.</p> <p>Inability to cope with unstructured social situations, including transitions.</p>	<p>Say what you mean, use clear language (explain double meanings, avoid sarcasm etc.)</p> <p>Preparation for change of activity or lesson.</p> <p>Visual prompting and cues – timetable, instructions, demarcating areas.</p> <p>Systematic organisation of independent learning tasks and activities.</p>	<p>Personalised behaviour support interventions.</p> <p>Paired or 1:1 curriculum tasks with differentiated support.</p> <p>Individual work station and individual visual timetable.</p> <p>Comic Strip Conversations and/or Social Stories.</p> <p>Regular, short sensory breaks.</p> <p>High Level of LSA support.</p>	<p>Individualised programme, including interventions supported by the SENCO/outside professionals.</p> <p>Specialist Team involvement.</p> <p>Alternative Teaching Space.</p> <p>Intensive Interaction approaches.</p>	<p>Reduced anxiety. Improved capacity for independent learning. Increase in social interactions.</p> <p>Improved social relationships and friendships.</p> <p>Independent access to the school day.</p> <p>Enhanced ability to work in groups.</p> <p>Clearer focus of attention</p> <p>More appropriate behaviour.</p>

<p>Inability to use knowledge and skills functionally to generalise to various situations.</p> <p>Difficulty predicting others and understanding their motives.</p> <p>Inability to read the facial expressions of others.</p> <p>Rigid thinking, including strong routines and rituals.</p> <p>Difficulty understanding the rules of social interaction.</p> <p>Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend.</p> <p>Attention and conversation focused on own needs and interests.</p> <p>Extreme reactions, rather than a measured response.</p> <p>Problems with unwritten rules e.g. you don't talk in assembly.</p> <p>Problems with subtle social rules.</p> <p>Unable to cope with close proximity to others.</p> <p>Physical outbursts if stressed.</p> <p>Echolalia, rather than meaningful language.</p> <p>Lack of response inhibitions, e.g. can't wait, shouts out, runs off.</p> <p>Literal understanding of language struggles to understand sarcasm/humour/idiom/metaphor.</p> <p>Physically challenging behaviour.</p> <p>Unusual reactions to sensory stimuli.</p> <p>Difficulties with independence skills, such as dressing, toileting, eating.</p> <p>May seem to have a phobia of speech with some adults.</p>	<p>Emotional literacy lessons in class.</p> <p>Clear rewards and sanctions – including motivators.</p> <p>Visual Timetables.</p> <p>Clear and specific learning objectives.</p> <p>Pace and pitch altered to support learning needs.</p> <p>Overt expectations made explicit.</p> <p>Calm learning environment</p> <p>Prompt cards for group roles and conversation skills.</p> <p>Regular mentor support, including adults or peers</p> <p>Teacher, LSA and peer support.</p> <p>Training for all staff to understand challenging behaviour.</p> <p>Structured play opportunities at lunchtimes.</p>	<p>Visual prompt cards e.g. turn taking or stay on topic.</p> <p>Feelings Check ins.</p> <p>Feelings Box time.</p>		<p>Pupil can calmly and independently move around the school at key changeover times.</p> <p>Reduction in distressed behaviours.</p> <p>Skills learned in social group applied to school situations.</p> <p>Greater participation at playtime with less adult intervention.</p> <p>Able to access the mainstream curriculum with support.</p> <p>Reduced frustration.</p> <p>Improved mental health</p>
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The SMIRA website gives resources for children and young people with selective mutism.				
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Speech				
NEED	WAVE 1 (HQT)	WAVE 2	WAVE 3	OUTCOMES
Speech that is sometimes difficult to understand. Decoding often poor in literacy. Speech may be incomprehensible to unknown adult or peer. Specific difficulties in hearing or perceiving speech. Speech difficulties have a significant impact on literacy. Speech and Language Therapy assessment should be considered to gain a full and accurate profile of need.	Provision of a quiet workstation. Application of specific speech targets during the day in a quiet environment. Attention and listening activities. Oral blending and segmentation linked to reading and spelling. Consistent support from teacher and TA to reinforce speech sounds throughout the day. Support to develop peer relationships and participate in group work when intelligibility is a problem. Phonics programme with strong phonological awareness component. Good listening prompts.	Targeted speech group. Specific phonemic awareness programme linked to letters. Segmentation activities linked to topic and functional vocabulary. Speech cueing system, if advised by SALT. Phonological awareness activities linked to speech production. Parental engagement to aid understanding of child's communication e.g. Home/schoolbook/objects of reference box to aid understanding. Communicate in print vocabulary cards. Language for Thinking. Non-literal language, idioms, jokes etc.	Advice from Speech & Language Therapy, Educational Psychologists (EPs). Specific speech interventions as prescribed by Speech and Language Therapist. Total communication approach including Makaton signs, symbols and gestures to communicate needs. Individual programme, provided by Specialist SALT and STLS.	Correct pronunciation of sounds in some situations Segmentation of spoken words. Improved production of speech sounds (these still need to be applied throughout the day). Some segmentation of vocabulary – syllables, rhyme, phonemes. Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level.

Language				
NEED	WAVE 1 (HQT)	WAVE 2	WAVE 3	OUTCOMES
Difficulty when saying words or sentences. Difficulty understanding words or sentences. Difficulty following/processing instructions.	Ensure you have the pupil's attention before giving an instruction. Clear and simple explanations. Chunking instructions.	Vocabulary teaching with phonological/semantic cues. Use of information carrying words when giving instructions.	Individualised Language Link or SALT programme. Use of Makaton signing by staff. Specialist SALT LSAs	More contributions to class and group discussions. Expanded oral and written sentences. Increased confidence.

<p>Short attention span. Comprehension and/or decoding affected in literacy. Considerable difficulties with receptive and/or expressive vocabulary. Short and inaccurate sentences – oral and written. Considerable difficulty understanding words, sentences and instructions. Severe difficulties with receptive and expressive vocabulary. May speak and understand at a single word or phrase level. Difficulty in formulating a spoken sentence. Severe difficulty understanding words, sentences and instructions</p>	<p>Extra time to process what has been said. Check understanding of classwork and homework tasks. Model correct sentence usage. Visual support across the curriculum. Broad range of sentence activities, e.g. description, news telling. Talk partner opportunities. Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way. Guided reading for decoding and comprehension, especially inference.</p>	<p>Targeted comprehension group. Mind maps for vocabulary to link concepts. Communication Cookbook Language for Thinking, Non-literal language, idioms, jokes etc. Talk Boost for KS1 is an evidence-based programme for schools to deliver.</p>		<p>Improved listening and attention. Increase in confidence and self-esteem. Quicker processing of language. Better understanding of lesson content leading to better progress. Enhanced reading comprehension. Correct usage of grammar, e.g. plurals and tenses. Shift from spoken phrases to sentences. Wider vocabulary, including core, extended & subject words. Improved factual understanding and/or inference. Ability to follow longer instructions. Improved words and sentences Improved communication. Improved comprehension of basic language, instructions and expectations. Improved curriculum access</p>
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Cognition and Learning

Assessment:
Observations
Learning difficulties Screening
Standardised reading and spelling assessments
SATs
Reading Age AR levels

Spelling Age
Physical development
Visual perception tests (overlays)

Useful Links:
<http://www.bdadyslexia.org.uk/>
<http://www.thedyslexia-spldtrust.org.uk/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<p>Low levels of attainment Phonological and short-term memory difficulties. 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 and/or aggressive behaviours. Difficulties involving specific skills such as sequencing, ordering, word finding. Difficulty forming concepts particularly when information is more abstract. Limited skills in verbal exchanges. Avoidance strategies.</p>	<p>Pupil's name and eye contact established before giving instructions (unless autism is present/suspected). Clear and simple instructions, breaking down longer instructions and giving one at a time. Clarify, display and refer back to new/difficult vocabulary. Pre-teach vocabulary and key concepts. Consistent use of positive language. Give time before response is needed. Visual cues and prompts. Visual timetable. Collaborative working opportunities. Key vocabulary displayed/available. Repetition and reinforcement of skills including worked examples.²</p>	<p>Targeted/structured literacy and numeracy programmes. Computer intervention programmes. Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio. Teach note taking and shorthand ways of recording information e.g. use of bullet points. Teaching memory strategies. Additional time for key curriculum areas. Access arrangements for tests. Coloured resources e.g. paper, overlays for reading. Reading rulers and Number lines. Mind mapping to link concepts. Coloured overlays. Regular short sensory breaks.</p>	<p>Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics Use of specialist programmes to make resources e.g. Communicate in Print Specialist support and interventions e.g. Educational Psychologists Working memory resources/training e.g. Memory Magic</p>	<p>Increased access to the curriculum. Increased retention of key instructions and information. Improved engagement and desire to learn/motivation. Increase range of secure concepts. Able to apply strategies of what to do when unsure or unclear about learning. Able to predict/recount content of lesson. Able to record information in a variety of ways. Increase in confidence and self-esteem. Decrease in number of frustrated and/or aggressive behaviours. Improved listening and attention. Increased self-confidence and self-esteem.</p>

<p>Low self-confidence/esteem. Episodes of dis-engagement.</p>	<p>Whole school awareness and training. Visually supportive learning environments e.g. working walls, word mats. Involve the pupil in discussions about how they learn and approach tasks. Clear rewards and sanction systems. Flexible grouping. Writing frames. Modified resources. Peer teach/support.</p>	<p>High Level of LSA support Practical maths equipment</p>		<p>Positive response from pupil voice.</p>
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Social Emotional and Mental Health

Assessment:

Boxall Profile

Emotional Literacy

SEMH resources

Specialist support, advice and interventions e.g. Educational Psychologists (EPs),

Links: 

Books to support challenging life experiences e.g. bereavement

Support and guidance from CAMHS (Child and Adolescent Mental Health Service) and Educational Psychologist

Access to support for social, interaction and communication difficulties.

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<p>Experiencing difficulty in remaining on task, inattentive. Inability to follow instructions and routines. Presenting as significantly unhappy anxious or stressed.</p>	<p>Implementation of a whole school framework to support social emotional and mental health - Positive Behaviour Support created through the Pastoral Team.</p>	<p>Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect. Social Skills groups Key Books linked to social needs.</p>	<p>SENCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD. Pastoral Support Plan. Enhanced personalised provision.</p>	<p>Whole school practice that is positive and restorative. Improved staff confidence in managing behaviour that challenges. Reduced risk-taking behaviour.</p>

<p>Seeking frequent adult support/attention. Frequent low-level disruptions. 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. Poor or sporadic attendance. Vulnerable to bullying, manipulation or exploitation. Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks. Engage in bullying type behaviours. Uncooperative or defiant. Demonstrations of behaviour that challenges. Placing self or others at risk of harm. Frequent exclusions. Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self - harm). Mental health disorders that are clinically significant i.e. depression, self-harming, anxiety.</p>	<p>Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum. Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments). New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour. Assessments and monitoring of learning and social emotional wellbeing and associated behaviour. Differentiated and additional learning activities to engage and motivate. Flexible and creative use of rewards and consequences e.g. House Points system used to catch them being good. Identify and build on preferred learning styles. Positive language to re-direct, reinforce expectations e.g. use of others as role models. Environmental adaptation e.g. social seating and proximity to teacher. Time out systems within the classroom. Increased structure, routine and guidance. Reward chart/system.</p>	<p>Now and Next choices to engage and motivate. Experienced LSAs and Learning Mentors support the group/individual. Emphasis on social emotional engagement, safety and learning. Nurture Group or small group intervention. Transition information gathered about triggers etc. Class and school consistent mediation strategies for conflict resolution. Consistent calming strategies, including for example, use of ‘thinking time’. Play base area to support effective play opportunities.</p>	<p>Use of self-management programmes to develop skills, confidence and engagement. Personalised programmes for managing and controlling emotions and the resulting behaviour. Interventions such as Lego therapy, emotion coaching. Advice and guidance from outside agencies. Highly personalised curriculum.</p>	<p>Confident and resilient learners. Emotionally aware pupils who can self-regulate. Pupils with a positive perception of self. Positive engagement and participation in learning. Increased levels of independence within pupils. Improved concentration and attention. Positive social interaction and relationships with others resulting in improved friendships and relationships. Able to work collaboratively and independently. Self-aware reflective learners. High aspirations of self and can-do attitude to achieving goals Reduction in feelings of anxiety, fear, anger. Risk assessments and care plans that are co-produced with parents and the child. Clear emergency procedures and care plans shared with staff, parents and pupil. Able to identify emotions that are both comfortable and uncomfortable. Accelerated progress and good levels of attainment Improved emotional and mental health.</p>
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	<p>Pupil and parent involvement.</p> <p>Differentiated opportunities for social and emotional development e.g. friendship spots, circle time, Random Acts of Kindness.</p> <p>Reinforcement of expectations through visual prompts and role modelling good behaviour.</p> <p>Constructive feedback.</p> <p>Bromcom system to record incidences and look for patterns and triggers.</p> <p>Learning Mentors available during playtimes.</p> <p>Lunchtimes supervised by Tas.</p>			Decrease in incidents of high-level challenging behaviour.
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Sensory & Physical

Assessment:
Occupational Therapy Assessment.
Fine and Gross Motor Assessment.

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<p>Hearing loss – severe, moderate or mild.</p> <p>Missing or mishearing spoken information.</p> <p>Attention, concentration, listening and speech development affected.</p> <p>Expressive and receptive skills Difficulty retaining information.</p>	<p>Close liaison with parents and carers.</p> <p>Enclosed room/teaching area.</p> <p>Reduce background noise to improve acoustic environment.</p> <p>Access to visual clues.</p> <p>Subtitles on audio visual material.</p>	<p>Fine Motor skills.</p> <p>Referral to specialist and occupational therapist when needed.</p> <p>Individual pupil profiles.</p> <p>When needed, subject specific advice from Teacher of the Deaf.</p> <p>Use of note taker (TA) – using IT, mind maps etc.</p>	<p>Specialist support and interventions e.g. Educational Psychologists (EPs).</p> <p>Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist.</p>	<p>Timely referral and intervention.</p> <p>Increased/equal access to the curriculum.</p> <p>Improved speech discrimination.</p> <p>Increased subject vocabulary.</p> <p>Increase in understanding spoken language.</p>

<p>Poor phonological awareness. Processing of unknown language takes longer. Fluctuating hearing loss. Difficulty with new social situations. Impaired auditory perception. Visual impairment/loss of visual field – severe, moderate or mild. Reduced visual impairment. Difficulty with handwriting/fine motor control. Sensory processing needs. Gross motor skills and mobility. Difficulty moving around school.</p> <p>Managing own physical needs independently Misinterpretation of social cues. Colour perception difficulties. Accessing standard classroom equipment. Auditory and visual perception difficulties. Functional language difficulty. Risk of isolation. Ability to respond to smoke/fire alarms.</p>	<p>Modified resources e.g. simplified text/language. Systems in place to support individuals with mobility needs for fire alarms. Modified resources (e.g. large print). Low vision aids and specialist equipment e.g. hand-held magnifiers, sloping board. Differentiated curriculum. Preferential seating and position of teacher. Uncluttered and well organised learning environment with good lighting. Choice making opportunities. Spelling support. Allow thinking time. Summarise key points at start and end of lesson. Pre-writing activities/warm up. Development of visual learning environments. ICT training to increase independent access. Curriculum reflects disability awareness. Test access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment.</p>	<p>TAs to follow medical needs plans. TA responsible for medical needs. Specialist provision by TA Access to specific resources which aid learning.</p>	<p>Close liaison with Audiologist, ENT Consultant, Ophthalmologist. Speech discrimination assessment by Teacher of the Deaf. Communication and language assessment by Teacher of the Deaf. Training – technical support. Training and intervention from specialists.</p>	<p>Increased retention of key instructions and information. Improved access to learning, can predict / recount content of lesson. Ability to work independently. Ability to record information. Improved levels of achievement. Able to access learning and school environment. Improved self-esteem and social / emotional development. Increased confidence approaching new situations leading to better participation.</p>
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