



# St. Mary's CE (A) Primary School SEND Provision Map

The information below outlines the practice and range of support offered across the school in each area of need. At St. Mary's CE (A) Primary School we recognise that no two children and indeed no two classes are ever the same. Therefore, support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.



## UNIVERSAL APPROACH

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice:



## SEND SUPPORT

If your child requires support in addition to the Universal Approach they may receive the support listed below:

## COGNITION AND LEARNING

### Universal Approach

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Dyslexia Friendly strategies to aid all pupils
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.
- 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
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout sessions to ensure pupils making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables
- Illustrated dictionaries
- Use of writing frames
- TA in class support
- Use of symbols
- Structured school and class routines

### SEND support

- 1:1 reading
- Phonics (group and 1:1)
- Writing intervention groups
- Concrete maths activities
- Maths Catch Up Groups
- SOS Spelling approach
- English Small Group and 1:1 support interventions
- Additional Maths Support (1;1, 1;2 or small group)
- Support for word building and high frequency word recognition
- In class support from TA
- Spelling practice groups
- Additional individual reading
- Memory skills training – Turnabout Programme
- Computer programmes i.e. Dragon Speak

## COMMUNICATION AND INTERACTION

### Universal Approach

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids / modelling etc.
- Visual timetables – possibly including 'Now and Next' boards
- Use of symbols/visual prompts
- Structured school and class routines

### SEND support

- In class support with focus on supporting speech and language (daily, 1:4, TA)
- Speech and Language support; following a referral process, working with SALT (a speech therapist from Staffordshire or Shropshire) and/or TA delivering speech therapist devised support programme
- Input from Autism Outreach Team (AOT)
- ICT – Dragon Speak etc.
- Lego Therapy (provided by AOT)

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### Universal Approach

- Whole school positive behaviour policy
- Whole class Circle Time / P.S.H.E.
- House point reward system
- Celebration Assembly at the end of every term
- A 'zero tolerance' approach to bullying
- Year 6 transition support

### SEND support

- Small group Circle Time
- Social Skills group work
- Referral to specialist counsellors, where appropriate
- Individual reward system – behaviour diaries
- Mentor support from a designated member of staff
- Home – school record (daily)
- Individual counselling – to be arranged with Family Support Services
- Year 6 additional transition support – liaising with Secondary School SENCo

## **SENSORY AND/OR PHYSICAL NEEDS**

### **Universal Approach**

- Flexible teaching arrangements
- Staff aware of implications of physical impairment
- Writing slopes
- Pencil grips/adapted hand-writing pens

\*Refer also to the school Accessibility Plan.

### **SEND support**

- Fine Motor Skills group
- Gross Motor Skills group
- Additional handwriting practice
- Individual support in class during PE and lunch time
- Reasonable adjustments to environment to support access
- Referral to Occupational Therapy, where appropriate