

Oakdene Primary Academy



SEND Provision Writing

Cognition & Learning

Communication & Interaction

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing written work. • Accessing and understanding emotional learning/empathy. • Accessing social concepts. • Understanding grammatical terms. 	<ul style="list-style-type: none"> • Dyslexia friendly environment • Scribing • Use of technology e.g. ipad voice recording • Alternative ways of recording e.g. use of pictures, comic strip etc • Colourful semantics • 1-1 support or small group support where necessary. • Pairing with a more able writer. • Social stories • 'Segment to Spell' strategy using learnt phonemes • Word Banks/Mats/Vocabulary Mats with images (fiction) photos (non-fiction) • Sentence Stems e.g. use of 'SPACE' • 'Word Hippo' app to support word choice 	<ul style="list-style-type: none"> • Understanding new text/topic/trip/experience. • Vocabulary meaning and/or pronunciation • Understanding tasks involving empathy/emotions or understanding differences. • Social learning such as role-play, small world, corner to learn etc. 	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Limit vocabulary to that which is necessary to ensure progress. • Social stories • Adult support • Group discussions to gain ideas • Visual story map • Sequencing activities • Use of puppets/props to tell/retell

Physical and/or Sensory

Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Cross/fine motor skills • Accessing writing themes • Group work • Videos or photos with over stimulating or challenging themes. 	<ul style="list-style-type: none"> • Daily letter formation practise using a range of media. • Access the Earth Handwriting programme to develop fine/gross motor skills. • Use of pencil grips, handwriting prompts. • Clare is reduced though ensure enough light for written work. • Teacher's face can be seen - avoid standing in front of light sources - windows. • Provide sources and themes which are matched to the needs of the child e.g. enlarged text/visuals/I.T. • Use of a chair wedge/weighted blanket to aid the support of sitting on a chair. • Support with group work to avoid conflict/sensory overload - use of ear defenders, a quiet place to work. • Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired children. 	<ul style="list-style-type: none"> • Anxiety towards new or sensitive themes. • Difficulties understanding social concepts. • Difficulties understanding own emotions/thoughts and contrasting with those of others. 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult - one of our Duty Bearers for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge or experience to access the new theme. • Pre-teach challenging concepts/themes/vocabulary in advance to prepare children fully.

Communication
& Interaction

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties



SEND
Areas of Need

Cognition
&
Learning

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder

Sensory and/or
Physical Needs

Social, Emotional &
Mental Health
Difficulties

Autism Spectrum Disorder (ASD)
Speech, Language & Communication Needs (SLCN)

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)