



Whole School Provision Map Bramham Shadwell Federation

			EHCP SEND SUPPORT Plan Individual Provision map Pupil Passport
Area of Need	Universal whole school Wave 1 (All pupils) High Quality Teaching	Targeted/ small group Wave 2 (Small Group Intervention)	Personalised/ specialist Wave 3 (Identified Special Needs)
Communication and Interaction SLCN – Speech, language and communication needs. ASD – Asperger’s Syndrome and Autism	<p>Differentiated/ adaptive curriculum, planning, activities, delivery and outcome, e.g. simplified language. Increased visual aids Suitable seating to meet needs. Visual timetables. Use of symbols. Structured school and class routines. Talking partners Processing time Opportunities to interact Model language, repeating, asking them again etc. Pre teaching will be used to support children. This may also involve giving children prior warning of questions that may be asked or points that will be discussed before watching a video, listening to a piece of text etc. Key words for subjects taught previous to lesson/term (with pictures/symbols). Offer opportunities for oral rehearsal of contributions (reading aloud/using Talk Partners etc) Adults will repeat key instructions before rephrasing them for children Labelled objects in classroom, where appropriate using words and symbols / pictures Widgit For EAL or minimal vocabulary, Picture/label (multilingual) fan of everyday objects and phrases.</p>	<p>In class support from TA with some focus on supporting speech and language. Brick therapy Speech and Language support Exercises with TA Small Group time/ friendships Intensive interaction – small group</p>	<p>Speech and Language support, e.g. external speech therapist – Chatterbugs once a term. Support from Speech and Language, programme delivered in school by TA assigned to the child. This programme is personalised to the individual and carried out at least 3 x weekly with TA. Support form AIP (Area inclusion Partnership) Support from STARS – ASD Intensive interaction – 1-1 Talking mats Comic stripping Social stories PECS</p>
Cognition and Learning MLD – Moderate learning difficulties SLD – Severe learning difficulties PMLD - Profound and multiple learning difficulties SpLD – Specific learning difficulties	<p>Differentiated/ adaptive curriculum, planning, activities, delivery and outcome. Use of writing frames. In class support from a TA/ teacher. Focused group work with teacher/ TA e.g. Guided Reading/Writing. Individual reading with a TA Dyslexia friendly IWB – see separate provision maps.</p> <p>Pre-teaching of topics, language and concepts to allow children processing time of information. Encourage children to use their oral ability to participate in class/ group discussions. Allow thinking time by using talk partners before answering to whole class. Select texts at the correct level for the child. Limit reading aloud – whole class. Coloured reading rulers, overlays, coloured paper – improves clarity of text and can make reading less effortful. Enlarged print. Coloured background on IWB – as the glare from electronic screen can exacerbate visual stress symptoms. Use of mnemonics to help remember key information. Use posters/ working walls for key information. Resources to support learning e.g. speed sound sheet, word banks. Homework activities that reinforce and consolidate classwork. Clear, short instructions given. Visual aids Present materials in different ways – e.g. If giving information verbally also share diagram, task planner. Alternative recording e.g. whiteboard and pen, technology – use of laptop, scribes, Use writing frames and key word mats. Give reminders of how long is left of the lesson. Consider using timers to support. Task planner & knowledge organiser Working collaboratively with a partner Positive prompts/ praise/ use of reward chart – verbally addressing good examples. Demonstrate, model and reinforce new skills. Multi-sensory teaching e.g. when spelling encourage children to say the letter names as they write them. (Known as SOS – Simultaneous Oral Spelling) Practical and multisensory activities e.g. Making words with wooden/plastic letters, using coloured pens, crayons, felt tips, writing in different sizes/in the air, saying the letter names out loud to a rhyme – clapping, singing to a well-known tune, throwing and catching a ball – this can help embed spelling patterns into long term memory.</p>	<p>Intense focused literacy support groups. Specific withdrawal work to focus on particular literacy/numeracy/ curriculum skill. Booster Maths Groups/ SDI Booster Literacy Groups/ SDI Planned opportunities for pre-teaching pupils. In-class support with TA /teacher as facilitator for group. Adult reinforcement/modified instructions. Specific group targets/focused work Intervention programmes. Consultation with outside agencies - Dyslexia, dyscalculia, Dyspraxia Specific learning focus – starter/ homework</p> <p>Consider Bsquared/ SENIT DJ assessments</p>	<p>Access to SENIT/ other outside agencies. Resources and advice offered by advisory teachers. Individual timetable Individual planning Start/finish boxes/ NOW/ NEXT 1:1 support. Individual targets in area of need. Alpha to Omega Word Shark Individual arrangements for SATs and other tests. Specific use of ICT programmes Additional planning/arrangements for transition.</p> <p>Bsquared/ SENIT DJ assessments and additional interventions.</p>



	<p>Mind Mapping – this helps to organise thoughts and structure writing. Mind mapping through computer software – www.popplet.com (free app) Keep copying to a minimum – this will allow children to retain energy and focus. E.g. Provide LO to stick in book/ write in advance. Multi-sensory approach to learning Print shared writing to stick in books (when handwriting writing is not the main focus e.g. learning speech marks – children add to printed text.) Consider typing as an additional skill to handwriting – this can reduce memory overload, improve speed, fluency, quality of written content as well as improved legibility. Speech to text software – find typing difficult and prefer to dictate. Go into notes and use the microphone tool. Visual techniques - diagrams, timelines, storyboards, cartoon strips Access to Barrington stoke books. Time given for processing To support working memory: Repetition and reinforcement of skills Simplified step by step instructions Chunking the amount of information presented Repetition of important instructions Recapping of key points Sound buttons Widgit GL Dyslexia screening toolkit</p>		
Social, emotional and mental health difficulties	<p>Whole school behaviour policy Visual timetables Wobble cushion Fidget toys Whole school/class expectations – The Best Certificates/ Reward charts Circle time Healthy schools' agenda - MindMate/ PSHE curriculum activities and resources e.g. ZOR emotions display and toolkits whole school. Regulation opportunities Wish box. Whole class targets – this can be personalised to your class. Small group circle time Regulation space for staff and children e.g.<ul style="list-style-type: none">- Music- Movement – finger tapping, hammer and saw, colour hunt, ear and nose, two pictures, Danny Go!- Movement videos.- Meditation – colour breathing, 5 senses, safe memory visualisation, mindfulness, cosmic kids.- Coping skills therapy- Grounding skills for anxiety. Free Resources (therapyinanutshell.com)Reflect and relax – calming activity for the end of the day. ZOR -Activities e.g. 6 sides of breathing, lazy 8 breathing. ZOR check ins throughout the day. ZOR Toolkit – whole class and individualised. Relaxation room. / Library. With a range of equipment to de-escalate/ regulate. Positive intervention strategies. Flexible approaches to a range of different behaviours. Time out systems within the classroom. Structured routines and clear guidelines, such as lining up order etc... Widgit</p>	<p>Lunch time drop in twice a week - ELSA. Individual reward systems e.g. victory log. Ladder to success Social Stories. Buddy system Small group social skills programmes – nurture group Small group circle time to address a specific issue. Focused playground monitoring / intervention by staff. Emotional regulation group – ELSA Talk time with class staff directed around area of need. Behaviour/ trigger log completed weekly and uploaded to Safeguarding PM PBSP Boxall Profiles MindMate groups</p>	<p>ELSA Alternative provision sessions. Reduced timetable. Access to outside agencies.<ul style="list-style-type: none">- AIP support- EPOSS Cluster support- SEMH Inclusion Team- CityWide Consultation1:1 support. School/external individual counselling/ behaviour support Weekly or daily/ regular meetings with parents/carers. Home/school communication book. Individual behaviour chart / pastoral support plan. Additional planning/arrangements for transition. Additional access to adult 'listening' time. Talking mats Behaviour/ trigger log completed weekly and uploaded to Safeguarding PM</p>
Sensory and Physical VI – Visual impairment HI – Hearing impairment MSI –Multi – sensory impairment	<p>Flexible teaching arrangements. Staff aware of impairment. Medical support. Access to equipment, e.g. sloping boards, pencil grips, wobble cushion, pencil grips Staff to be aware of specific equipment/ resources needed e.g. radio aid. Reduce background noise to improve acoustic environment. Considerate seating and position of teacher. Uncluttered and well organised and clearly labelled learning environment. Good lighting. o Access to subtitles on audio visual material. Choice making opportunities. Specialist vocabulary available at the beginning of each topic – 'Knowledge Organisers'.</p>	<p>Motor skills programme for small group or individuals. Staff and peer awareness of physical disabilities and how<ul style="list-style-type: none">• they can support individuals• Gross motor skills work.• Fine motor skills work.• Handwriting / keyboard skills group.• Visual / auditory perception activities• Carefully timed activities.• Awareness of fatigue.</p>	<p>Individual support in class and PE. Access to ICT 1:1 support. Continence training. Monitored use of medication. Individual physiotherapy Modified expectations during physical activities. Individual support for physical activities. Support with personal care. Additional planning/arrangements for transition.</p>



	Allow thinking time. Summarise key points at start and end of lesson. High colour contrast materials, including on whiteboard. Good quality print and photocopying. Pre-prepared work with date/LO etc. Widgit		Specialist equipment e.g. thicker/darker pencils, bigger spaced books
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Bsquared assessment – Steps of Progression will be used if a child is working 18 months or more behind chronological age (Yr1-6)

SENIT DJ will be used in EYFS if a child is working 50% + delayed.

In the classroom - Universal (Wave 1): This is high 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.

Universal approaches plus Targeted/ small group (Wave 2): This outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted as a group of pupils with similar needs.

Universal and Targeted approaches plus Personalised - Wave 3: Wave 3 is 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 is for children who have been identified for an intervention designed to accelerate progress.