

Offwell C of E Primary School SEND Provision Maps

These Provision Maps have been developed to reflect the support offered by the school at the time of writing.

As staff are upskilled in specific areas the maps will be updated to reflect this.

You will notice that they are not all set out in exactly the same way but are set out in the way that best reflects the way that the majority of provision is offered.

Offwell C of E Primary School – Provision maps for SEND – C&I

Communication & Interaction: Provision to help children who have issues with **attention, listening, understanding, speaking and social engagement, including those with ASD**

Area of Need	Level of Need	Assessment – at any stage where concerns have been raised by parents/teaching staff	Provision
Speech & Language (Difficulty speaking clearly, communicating or understanding spoken language) And/or Auditory Processing (Poor response to sounds; short attention span; poor discrimination, sequencing and memory for sounds)	Ordinarily Available Inclusive Provision and Targeted Provision	- Hearing check – GP or CHIME ‘Universally Speaking’ Checklist from the Communication Trust - EYFS Communication & Language Monitoring Tool - SpeechLink/LanguageLink screening - Devon’s Graduated Response Tool	OAIP - Preliteracy/phonics skills pack - Clear visuals for listening and attention and how to get started - Regular check-ins for understanding with learning partner or staff member - Use of visual representation symbols: visual timetable, now and next board, choices, personal word bank - Sensory breaks including movement breaks Targeted - SpeechLink intervention for specific speech sounds delivered by EYFS staff or SENDCo - LanguageLink group intervention for listening, focus and attention - Colourful Semantics/Narrative intervention to develop understanding of grammar, word order and vocabulary in both expressive and receptive language - Central Auditory Processing Kit Books 1, 2 and 3 (sound/word discrimination)* - Active Listening for Active Learning Folder* - Social Skills Group intervention
	Specialist	Referrals for assessment as appropriate to: - SALT (Speech and Language Therapist via NHS pathway) - Communication & Interaction Team - CHIME hearing specialist	- Adapt My Plan to include advice from specialists which may include SALT or Narrative programmes as above - Train staff to deliver advice from specialists - Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP

Offwell C of E Primary School – Provision maps for SEND – P&S

Physical & Sensory: Provision to help children who have issues with fine and/or gross motor skills, or have medical conditions needing support.

Area of Need	Stage/Level of Need	Assessment – at any stage where concerns have been raised by parents/teaching staff	Provision
Visual Impairment (VI) And/or Hearing Impairment (HI)	Ordinarily Available Inclusive Provision and Targeted Provision	- Sight and hearing tests in Reception - Suggested referral to GP if staff feel there may be a concern relating to the child's vision. - Devon's Graduated Response Tool Refer to the following website for strategies in the classroom: https://www.devon.gov.uk/support-schools-settings/send/areas-of-need/sensory-and-or-physical/visual-impairment/top-tips-for-vi-inclusion-in-the-classroom/ https://www.devon.gov.uk/support-schools-settings/send/areas-of-need/sensory-and-or-physical/hearing-impairment/	OAIP - Optimal seating position - Additional time to complete tasks/processing time for answering questions such as times tables or spelling tests - Appropriate lighting - Display of key vocabulary and /or images (HI) - Visual Timetables displayed and used (HI) - Quality and size of print and resources monitored (VI) - limit visual clutter and excessive visual stimulus on resources and in classroom environment Targeted - Use of audiobooks (Listening Books and RNIB Bookshare can both be accessed) - Regular check-ins for understanding with learning partner or staff member - All staff made aware that pupil has visual/hearing aids and check that these are working properly - Visual stress breaks with part of the classroom designated for this purpose - Use of physical objects, clear, decluttered images where possible - Personal whiteboard and black markers
	Specialist	Referrals for specialist assessment: - ROVIC - CHIME - P&S Team for classroom environment assessment and advice re strategies	- Adapt My Plan to include advice from specialists - Train staff to deliver advice from specialists - Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP

Gross Motor skills E.g: poor coordination, inability to move around safely or confidently	Ordinarily Available Inclusive Provision and Targeted Provision	- Formative assessment during P.E. lessons or 'Leap' activities - Parental /professional observations against developmental norms - EYFS Profiling prior to starting Year 1 - Fun Fit Assessment	- Daily physical activities at School and Home - Quality First adaptive teaching strategies during P.E. from specialist P.E. Teacher - Fun Fit programme
	Specialist	Referral to Occupational Therapy	- Adapt My Plan to include advice from specialists - Train staff to deliver advice from specialists - Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP
Fine Motor Skills E.g: poor manipulation skills, frustration with drawing/writing	Ordinarily Available Inclusive Provision and Targeted Provision KS1	- Parental /professional observations against developmental norms - EYFS Profiling prior to starting Year 1 - Observation of handwriting and pencil grip	- General coordination and finger strength activities as part of continuous provision in EYFS - Advice for strategies at home - Pencil/pen grips to aid with writing - Small Group intervention for finger gym in EYFS and KS1 - Touch typing programmes online as alternative means of recording.
Sensory Issues E.g: over or under sensitivity to sight, sound, smell, taste or touch.	Ordinarily Available Inclusive Provision and Targeted Provision KS1	Parental /professional observations against developmental norms	- Create calm atmosphere. - Remove (or remove from) stimuli where possible. - Sensory and movement breaks given - Develop routines to cope with unavoidable issues.
	Targeted	Referrals for specialist assessment: - Early Years Advisor - Under-fives multidisciplinary team following advice from Nursery+	- Adapt My Plan to include advice from specialists - Follow advice/targets/reasonable adjustments from specialist team which could include: use of weighted items, resistance activities, fidget toys, wobble cushions etc.
Bladder and Bowel Issues	- Ongoing support for toilet training, working with parents and advice to agencies such as ERIC - Referral to Bladder and bowel specialist via School nurse or GP - Support for externally recommended interventions such as checking whether enough water has been consumed throughout the day and recording this if required.		
Medical conditions	(Based on medical diagnosis + ongoing support from health professionals) We will follow the support plan advised by external professionals in all cases and undertake training as required to meet the child's needs, making all endeavours to provide reasonable adjustments and put in place equipment or make changes to the environment where appropriate and where possible.		

Offwell C of E Primary School – Provision maps for SEND – SEMH

Social & Emotional: Resources to help children who have emotional, mental health or social issues which affect their wellbeing and behaviour.

Area of Need	Level of Need	Concerns	Provision
Social development E.g: Difficulties forming and Maintaining basic relationships (age-related)	Ordinarily Available Inclusive Provision and Targeted Provision	- Concerns raised by parents/teaching staff - Observed patterns of behaviour - Distress to child or peers caused by behaviour - Withdrawn or anxious behaviours - School refusal or low attendance - Devon's Graduated Response Tool	- PSHE (Personal, Social, Health Education) curriculum - Sharing of books about emotions and relationships to aid discussion with children - Develop home/school relationships through home school diary and discussion at 'school gate' and parent meetings - Parent workshops from Devon's Mental Health Team into anxiety, school refusal, 'Timid to Tiger' etc. - Directing parents to useful website (see list) - Peer mediation for lunchtime support 'Circle of friends' intervention to enable friendships - Attachment-based mentoring approach - Relational plan instated for challenging behaviour to instigate and maintain a relational approach to behaviour - Agreed strategies for child if emotions become overwhelming - Mindfulness calming strategies - Scale of colours used to describe emotions 'normal magic' approach to strategies for good mental health - Social Skills Group - Mental Health Ambassadors scheme
Emotional Development and Mental health E.g: Difficulties identifying or expressing emotions (age-related)			
Self Regulation and Behaviour E.g: Difficulties calming self or controlling behaviour (age-related)	Specialist	Referrals as appropriate to: - Devon Mental Health Support Team - Early Help - School Nurse - SEMH Team - CAMHS - Balloons – charity for childhood bereavement	- Adapt My Plan to include advice from specialists - Train staff to deliver advice from specialists - Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP

Offwell C of E Primary School – Provision maps for SEND – C&L

Cognition and Learning: ways to help children who have issues with attention, processing information, retention and understanding

Area of Need	Level of Need	Assessment	Intervention/Provision
Literacy (phonics, reading writing)	Universal/Targeted	• Reception Baseline Assessment (RBA) • Early Years Foundation Stage Profile (EYFSP) • Year 1 phonics screening • Teacher formative assessment • Rising Stars assessments in reading, writing and SPAG carried out termly	• Clear communication strategies e.g: visuals, chunking information, processing time and individual check-ins. • Daily reading with the sounds-write scheme recommended books at home and school. • Non-white paper, large font (not less than 14) and 1.5 spacing. • Recording of ideas supported using e.g. drafts, writing frames, mind-maps, assistive technology, teaching assistants, able scribes. • Word banks/letter formation cards available at the table and used by those who need them • Systematic phonics scheme, Sounds-Write, in place with child reading 2 levels below the level they are working at.
	Targeted	• SpLD centre ‘assessing for dyslexia’ assessments which includes phoneme correspondences, High frequency words for spelling and reading, Single Word Reading Test. • HAST II Standardised spelling test • Sounds-write diagnostics for phoneme knowledge and manipulation	• Precision teaching of High Frequency words for spelling and reading • Toe by Toe for precision teaching letter sound correspondences • ‘Stareway to spelling’ programme • Nessy online programme for reading and spelling • Boxes font to aid writing formation and spelling • TRUGS (Teaching Reading Using Games) • Additional sounds-write intervention in smaller groups/1:1 at an appropriate level to secure knowledge and allow catch-up • Immersive reader to aid independent reading skills. Paired reading strategies from SpLD centre. • Resources such as pencil grips, coloured filters and word mats • Prompts to aid executive function and organisation such as getting started and knowing where to find help. • Alternative means of recording including laptops.
	Specialist	Referrals as appropriate: • SpLD Centre	• Adapt My Plan to include advice from specialists • Train staff to deliver advice from specialists • Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP
Numeracy	Universal/Targeted	• Reception Baseline Assessment (RBA)	• Quality first differentiated adaptive teaching

(number, counting, calculation)		• Early Years Foundation Stage Profile (EYFSP) • Teacher formative assessment • Rising Stars assessments in mathematics	• Clear communication strategies e.g: visuals, chunking information, processing time. • Concrete resourcing where appropriate to scaffold understanding of number and place value. • Visual aids to help scaffold understanding such as place value charts available at the table and used consistently and in the same format throughout the school.
	Targeted	• Devon's Graduated Response Tool • SENT: Sandwell Early Numeracy Test • Target Ladders assessment	• Counting to Calculating from Babcock • Target Ladders interventions • 1:1 support to teach gaps in key knowledge using appropriate level of scaffolding and concrete support
	Specialist	• Referrals as appropriate: • None available specifically for maths at this time.	• Adapt My Plan to include advice from specialists • Train staff to deliver advice from specialists • Consider if needs are complex, long-term and resistant to intervention, requiring assessment for EHCP

Universal

Pupils whose needs are met through universal provision may show some indications of working below the level of their peers but their needs can be met through adaptive teaching and through in-class strategies and resources. The needs of most pupils will be met this way.

Targeted

The pupil will require a My Plan with specific targets from more specialised assessment. The process of recording the Assess, Plan, Do, Review cycle begins at this level of support.

Specialist

If little or no progress is made despite 2 – 3 cycles of Assess, Plan, Do, Review as set out in the 'My Plan', more specialist intervention may be required.