



St Mary's SEND Provision Map

Type of need	Level 1 (QFT)	Level 2 (Monitoring)	Level 3 (SEN)
Cognition and Learning	<ul style="list-style-type: none"> • Clear learning objectives/success criteria. • Working walls. • Additional support from adults as needed. • Resources accessible and age appropriately labelled. • Age appropriate task organisers. • Tasks broken down. • Adapted teacher delivery to suit needs of class eg simplified language, pace, concrete resources, visuals, use of ICT. • Knowledge organisers. • Planned seating positions. • Visual timetable. • Scaffolding of tasks. • Modelling of expectations. • Calm, quiet, well organised learning environment. • Use of planned groupings and independent work. • Consistent implementation of school rules. • Promoting independence of all learners. • Adult questioning to scaffold/extend learning. • Continual recap of prior knowledge. • Well-planned, progressive curriculum. 	<ul style="list-style-type: none"> • Additional targeted teaching and/or interventions. • Additional support with in-class tasks. • Individual targets identified and monitored. • Pre-teaching of vocabulary prior to reading. • Pre-teaching of vocabulary prior to lessons. • Additional access to resources to support learning eg concrete objects, ICT. • Adapted methods of recording. • Additional visual support and prompts. • Tasks broken down further eg now and next. • Further scaffolding of tasks. • Additional opportunities to recall prior learning. 	<ul style="list-style-type: none"> • Targets identified using Bsquared. • SEND support plans reviewed termly. • Personalised transition review in summer term. • Personalised teaching and learning approaches eg individual word bank, personalised visuals, personalised resources. • Further breaking down of tasks. • Further scaffolding. • Daily reading. • Access to interventions – fluency bee and phonics.

	<ul style="list-style-type: none"> • Use of dyslexia friendly resources eg coloured paper, reading rulers etc. 		
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Fair, consistent behaviour policy. • Use of praise. • Well planned RSHE curriculum. • Use of choice/reward/consequence. • Communication with parents. • Modelled expectations. • Movement breaks. • Star of the week and head teacher's award. • Use of fidgets. • Quiet space to self-regulate. • Calm environment. • Use of brain/movement breaks. • Regular reinforcement of school rules. • Planned seating positions. • Planned groupings for tasks. • Transition arrangements in summer. • Play leaders. • Visual timetable. 	<ul style="list-style-type: none"> • Home/school diary. • Use of social commentary by adults. • Additional time to self-regulate. • Access to pastoral worker. • Personalised behaviour management strategies. • Visual behaviour reminders. • Time to talk intervention. • Zones of regulation intervention. • Lego therapy. • Referral to external agencies CAMHS/Early Help. • Independent work stations. 	<ul style="list-style-type: none"> • Targets identified using AET Framework. • SEND support plans reviewed termly. • Personalised transition review in summer term. • Time out of class to regulate with 1:1 support. • Social stories. • Referral to external agencies CAMHS/Early Help.
Communication and Interaction	<ul style="list-style-type: none"> • Adapted teacher delivery eg simplified language, pace, concrete resources, visuals, use of ICT. • Planned seating positions. • Planned groupings for tasks. • Transition arrangements in summer. • Visual timetable. • Age appropriate task organiser. • Scaffolding of tasks. • Distractions removed from learning environment. • Time given to process language. • Rules modelled and reinforced. 	<ul style="list-style-type: none"> • Home/school diary. • Use of social commentary/social stories by adults. • Further visual support. • Time to talk intervention. • Zones of regulation intervention. • Lego therapy. • Referral to external agencies CAMHS/Early Help/SALT. • Independent work stations. • Pre-teaching of vocabulary prior to reading. • Pre-teaching of vocabulary prior to lessons. 	<ul style="list-style-type: none"> • Targets identified using AET Framework. • SEND support plans reviewed termly. • Personalised transition review in summer term. • Social stories. • Referral to external agencies CAMHS/Early Help/SALT. • Time out of class in a calm area if required.

	<ul style="list-style-type: none"> • Full attention gained before instruction given. • Pupil voice questionnaires. • Use of talk partners. • Oral rehearsal before writing. 	<ul style="list-style-type: none"> • Additional access to resources to support learning eg concrete objects, ICT. • Adapted methods of recording. • Tasks broken down further eg now and next. • Further scaffolding of tasks. • Additional opportunities to recall prior learning. 	
Physical and/or Sensory	<ul style="list-style-type: none"> • Multisensory learning. • Specific medical/first aid training for staff. • Clear policies and procedures. • Use of sensory regulating equipment such as lap weight, fidgets, ear defenders, chews etc. • Seating position considered. • Access to medical equipment eg inhalers, epi pens etc. • Access to specialist equipment eg sloping work surface, specialist seating, reading rulers, coloured overlays, pencil grips etc. • Effective use of ICT to adapt teaching and learning. • Tasks adapted to be accessible. • Learning environment accessible. • Calm and quiet environment. • Processing/thinking time. • Alternative methods of recording. • Fine motor provision in Reception and Y1&2. • Theraputty for hand warm ups in juniors. • Teaching of handwriting. 	<ul style="list-style-type: none"> • Personalised care plans. • Fine motor skills intervention. • Handwriting intervention. • BBC dancemat intervention. • Further use of ICT to support alternative methods of recording. • Additional specialist training for key staff. • Further equipment suggested by external agencies eg OT, SALT etc. 	<ul style="list-style-type: none"> • Personalised targets identified. • SEND support plans reviewed termly. • Personalised transition review in summer term. • Time out of class in a calm area if required. • Additional specialist training for key staff. • Further equipment suggested by external agencies eg OT, SALT etc.