

Redhill Primary School's SEND Provision Map for Key Stage 1

Area of need	Wave 1 – Quality First Teaching General Provision For all Children	Wave 2 -Teacher focus Enhanced Group Support For those just below national age related expectation, need a 'boost' to 'catch up', not necessarily identified as SEN.	Wave 3 - Additional SEN Support Higher Need For those who despite wave 2 intervention require further intervention or it is felt wave 2 not appropriate due to specific need
Cognition and learning	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Individual targets for Reading, Writing and numeracy</li> <li>• 'Letters and Sounds'</li> <li>• Cross curricular use of ICT</li> <li>• VAK Learning and Teaching styles</li> <li>• Use of models and images</li> <li>• Use of practical and visual resources. □ Assessment for Learning (AFL)</li> <li>• Peer and self-assessment</li> <li>• Higher order thinking skills development</li> <li>• Higher order questioning</li> <li>• Focus group support from TA</li> <li>• Focus group support from T</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Additional small group maths support</li> <li>• Number box</li> <li>• Sum it up</li> <li>• Abacus Activity books</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Additional small group writing support</li> <li>• Additional small group spelling support</li> <li>• Additional small group reading support</li> <li>• Target 'Letters and Sounds'</li> <li>• SNIP</li> <li>• Precision teaching of spellings</li> <li>• Ruth Miskin reading ditties</li> <li>• Phonics booster groups – Ruth Miskin</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• 1:1 developing subsidising,</li> <li>• 1:1 correspondence and formation – gross motor e.g. P.E type activities</li> <li>• Precision teaching of Number recognition</li> <li>• Pre/post teaching of key/concept vocab</li> <li>• Power of 1</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• 1:1 reading support</li> <li>• 1:1 writing support</li> <li>• Word webbing</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Input from Learning Support Advisory Teacher.</li> <li>• Educational Psychologist Service support</li> </ul>

<p>Communication and interaction</p>	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Variety of language</li> <li>• Visual stimulus</li> <li>• Talk partners</li> <li>• Modelled communication and interaction</li> <li>• Group discussions.</li> <li>• Role-play area</li> <li>• Cross curricular links</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support for Speaking and listening</li> <li>• Modification of language - short chunks of concise information, where possible accompanied by either a model or image</li> <li>• Thinking time – pausing to allow time for pupil to process. Or allowing them time to plan their verbal response.</li> <li>• 2 Simple</li> <li>• Talking postcards</li> </ul>	<ul style="list-style-type: none"> <li>• Support from SALT – individual / small group support plans.</li> <li>• ICT support – voice activated software</li> <li>• Semantic activities</li> <li>• ELKLAN trained staff: DR,ZJ, AF and SE</li> <li>• Input from Learning Support Advisory Teacher</li> <li>• Educational Psychologist Service support</li> <li>• Semantic activities</li> </ul>
<p>Social, Mental and Emotional Health</p>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy based on taking responsibility for actions</li> <li>• Class based reward systems. Whole school approach to SEAL Circle times</li> <li>• Friendship Stop</li> <li>• Big Friends</li> <li>• Class worry box</li> <li>• Outdoor learning</li> <li>• PSHCE</li> <li>• Whole school assemblies</li> <li>• Jigsaw</li> <li>• Building Learning Power</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories.</li> <li>• Individual reward / sanctions systems</li> <li>• Behaviour plan</li> <li>• Behaviour Risk assessment</li> <li>• Pastoral Group work</li> <li>• Social Skills group work</li> </ul>	<ul style="list-style-type: none"> <li>• Early Intervention Workers <ul style="list-style-type: none"> <li>• Pastoral work</li> <li>• 1:1 BST support</li> <li>• Children and Adult Mental Health service</li> <li>• Educational Psychologist Service support</li> <li>• Input from Educational Support Worker</li> <li>• Pupil referral unit</li> <li>• Child in care support</li> <li>• Emotional Wellbeing Toolkit</li> </ul> </li> </ul>

<p>Sensory and Physical</p>	<ul style="list-style-type: none"> <li>• Brain Gym.</li> <li>• PE curriculum</li> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Handwriting – Nelson Staff aware of implications of sensory and physical impairment</li> <li>• General Additional equipment, e.g. scissors, rulers, pencils and grips</li> <li>• Environmental considerations, lighting background noise, seating position etc</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting – Speed Up</li> <li>• Fine motor skills group</li> <li>• Gross motor skills group</li> <li>• Teodorescu Perceptuo – motor programme (Write Start)</li> <li>• Working in low arousal booth</li> <li>• Fiddle toys</li> <li>• Different forms of recording e.g. Typing, drawing, peer scribe, videoing etc</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support during physical activities</li> <li>• Pre writing fine motor skills</li> <li>• Occupational Therapy support</li> <li>• Sensory inclusion service support.</li> <li>• Physiotherapy programme</li> <li>• Input from Learning Support Advisory Teacher</li> <li>• Educational Psychologist Service support</li> <li>• Specialist ICT equipment</li> <li>• Individual risk assessments</li> <li>• Additional adapted equipment recommended by outside agency e.g. sloping board, wobble cushion etc</li> <li>• Gemex/Sensory Diet</li> <li>• Cool Kids</li> </ul>
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