

Lady Joanna Thornhill (Endowed) Primary School



Learning for the Head, Heart and Hand

Whole School SEND Provision Map

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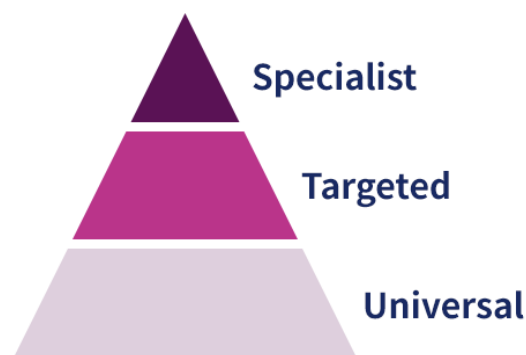
Our whole school SEND provision map outlines the support, resources and interventions available at Lady Joanna Thornhill Primary.

This provision is detailed within the four broad areas of SEND needs, as identified by the SEND Code of Practice. These are:

Communication and Interaction (C&I)
Cognition and Learning (C&L)
Sensory/Physical (S/P)
Social, Emotional and Mental Health (SEMH)

Children with SEND will have a primary need i.e. the most prominent area of need, but may also have additional needs in another area(s).

We organise SEND provision at Lady Joanna Thornhill Primary into three categories; universal, targeted and specialist, in line with our graduated approach.



Universal:

Quality first teaching is vital in order to create an inclusive learning environment which supports and challenges our children in all subjects.

Targeted:

Specific, extra, time-limited support in-school for children with additional needs. This can be small group or individual, offering more personalised approaches.

Specialist:

Services offered by external professionals such as occupational therapists, speech and language therapists or health professionals on or off the school site.

	Universal Provision	Targeted Provision	Specialist Provision
Communication and Interaction <i>Including ASC & SCLN</i>	• Quality first teaching, employing adaptive teaching strategies to provide support and/or challenge • Flexible teaching arrangements • Structured school and classroom routines • Advanced notice of change (e.g. timetables or staffing) • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling • Visual timetables • ICT programmes to support language • Repetition/clarification of instructions • Opportunities to work with younger/older pupils • Role play situations/Drama • ‘Show and tell’ / speaking opportunities • Class-based ‘quiet zones/safe spaces’	• Speech and Language support (with accompanying SALT plans) – accompanying intervention delivered by specialist TA • Language through colour • Pre-teaching of vocabulary • Individual visual timetables • Visual Supports e.g. Now/Next boards; choice boards; task board • Social stories • Sensory aids e.g. fiddles; weighted clothing; chewies • Access to ‘safe spaces’ • Increased adult support • Additional planning and arrangements for transition • Agreed home/school communication approaches • Bespoke resources, e.g. ear defenders • Personalised/bespoke timetable • Social skills groups	• Augmented Communication aids and alternative forms of communication (e.g. PECS) • LIFT referral and Specialist Teacher input (STLS) • Speech and Language referral • Specialist NHS Speech and Language support – speech therapist • Specialist provision as detailed in Personal Plan or EHCP (as agreed at annual reviews)

	Universal Provision	Targeted Provision	Specialist Provision
Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD</i>	• Quality first teaching, employing adaptive teaching strategies to provide support and/or challenge • Differentiated delivery e.g. additional scaffolding, simplified language, slower lesson pace, supportive sheet for recording • Repetition/clarification of instructions • Differentiated task, output or outcome • Increased visual aids/modelling • Visual timetables • Alphabet, word and number charts, mats, banks etc. • Use of writing frames • Ensuring appropriate reading material available • Weekly spelling lists (phonics led) • Structured synthetic phonics approach e.g. Little Wandle • Dyslexia friendly classroom environments (e.g. pastel backgrounds on interactive whiteboards, displays that support working memory and reduce cognitive load) • Individual whiteboard	• Small group or 1-to-1 booster interventions for Maths/Writing/Reading (including phonics) e.g. Ready to Progress, Switch On, Toe by Toe • Pre-teaching for Maths and English • Bespoke phonics and reading programmes (including daily readers, guided reading and phonics catch up) – Little Wandle • In-class TA support for specific lessons • Additional ICT resources and apps, e.g. clicker, Nessy Spelling and Reading • Multi-sensory letter work & spelling programmes • Individual resources, e.g. Task Board • Group use of ICT programmes • Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats • Working Memory Group • Precision Teaching • Aurally Coded Dictionaries (ACE) • Pastel paper/whiteboards/coloured overlays, rulers etc. • Touch-type sessions • Individual access arrangements for assessments • Additional planning and arrangements for transition	• Outside agency advice • LIFT referral and Specialist Teacher input (STLS) • Specialist teaching, e.g. Dyslexia teaching • Specialist provision as detailed in Personal Plan or EHCP (as agreed at annual reviews)

	Universal Provision	Targeted Provision	Specialist Provision
Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	• Quality first teaching, employing adaptive teaching strategies to provide support and/or challenge • Flexible seating arrangements (r-handed, l-handed etc) • Structured handwriting programme • Tools and Materials e.g. brushes/pencils, collage • Range of equipment & opportunities for balancing, exploring etc. • Brain gym exercises • Sand and water play • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Provision of left-handed equipment • Wake Up, Shake Up (mornings) & routine whole class movement breaks	• Sensory Circuits • Occupational Therapy Devised Fizzy Programmes- Clever Hands, Balance, Co-ordination, ball skills • Differentiated PE resources – spider balls, balloon balls etc. • Sports events – additional preparation and appropriate adaptations • Multi-sensory equipment • Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc • TA support/monitoring at lunchtimes • Additional planning and arrangements for transition • Access to enlarged resources • Awareness of fatigue • Scribes or alternative recording methods employed • Appropriate adaptations made for assessments (based on routine classroom practice) • Individual resources – e.g. chewies, ear defenders, stress toys, sensory aids (weighted blankets etc.) • Theodorescu – fine motor • TA support in PE/dance/games • Specialist resources to support visual and/or hearing impairment	• Outside agency advice – referral to occupational therapists • Specialist provision as outlined in bespoke plans for individuals e.g. individual risk assessment, intimate care plan, manual handling plan, accessibility plan • Specialist Physio Support • Physiotherapy referral • STLS Sensory Service referral • LIFT referral and Specialist Teacher Input • Specialist provision as detailed in Personal Plan or EHCP (as agreed at annual reviews)

	Universal Provision	Targeted Provision	Specialist Provision
Social, Emotional and Mental Health <i>Including ADHD</i>	• Whole school behaviour policy with three clear rules • Positive behaviour strategies and reward system • Structured school and classroom routines • Consistent and progressive sanction system for when rules broken • Variety of roles and responsibilities across the school, e.g. School Council • Involvement in after school clubs • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • Zones of Regulation curriculum focus on social, emotional aspects of learning • Mental health and wellbeing PHSE curriculum • Playground friends and buddies available • Use of symbols and visuals, e.g. timetables • Whole staff trained in Team Teach • TA staff trained in Emotion Coaching	• Alternative lunch-time provision • Targeted intervention, e.g. Socially Speaking, Circle of Friends, Build an Island • Use of buddy system • Access to Play Therapy and Pastoral Support 1:1 Sessions • Individual Behaviour Plan, risk assessment and/or Pastoral Support Plan – detail individual rewards/sanctions approaches in agreement with parents • Personal zones toolkits • TA support – e.g. communication of feelings, debriefing/pre-empting, playtime monitoring • Individual seating or workstation for aiding concentration for part of day • Close communication between home and school – e.g. home school liaison book, weekly feedback to parents face-to-face • Time out system and ‘safe spaces’ • Additional access to trusted adults • Additional transition arrangements	• Counselling from outside agency – referral made • CAMHS involvement and referral • Specialist provision as detailed in Personal Plan or EHCP (as agreed at annual reviews)