

# St. Michael's Woolmer Green school



## SEN PROVISION MAP

Area of Need	All pupils, where appropriate (Universal)	Targeted	Specialist
<b>Cognition and Learning</b>  (including provision for pupils who are More Able)	Quality First Teaching Differentiated curriculum planning, activities, delivery and outcomes Differentiated marking and/or verbal feedback Increased visual aids/modelling etc. Use of manipulatives in maths, including Numicon Visual timetables Use of writing frames Illustrated dictionaries Access to a word processor or adult scribe Use of consistent, whole school, font wherever possible Additional TA support in every class, every morning Flexible seating arrangements including different groups and single spaces to aid concentration Individual reading with a TA or volunteer adult Letters and Sounds phonics programme	Booster Maths Groups Booster Literacy Groups  Additional in class support from TA Additional reading with TA or volunteer adult ('Frequent Reader')  Maths support for understanding group Auditory Processing group	Involvement with Educational Psychology service Consultation and support from Leys SpLD Base (Specific Learning Difficulties) Speech and Language Therapy for understanding  1:1 TA support
		Interventions available with SEN TA include: Rapid Readers, Read Write, Write Word, Word Wizard, Hi5, Sprite <i>(Any of the above may be combined or adapted depending on the needs of the child)</i> Diagnostic Assessment of Number (DAN) is used and resulting interventions support identified needs.	

Area of Need	All pupils, where appropriate (Universal)	Targeted	Specialist
<b>Communication and Interaction</b>	Quality First Teaching Differentiated curriculum planning, activities, delivery and outcome, eg simplified language. Increased visual aids/modelling etc. Visual timetables Structured school and class routines Lower contrast (e.g. blue text on pale yellow background) on interactive whiteboard screen Direct teaching of, and developing, listening skills Talk Partners PSHE curriculum, incorporating SEAL Circle time WellComm screening Noise cancelling headphones (Ear defenders)	Interventions as a result of WellComm Elklan trained TA  In class support from TA with some focus on supporting speech and language  Clicker software on trial in school	Speech and Language support accessed via NHS 1:1 support from TA based on NHS targets  Input from Communication and Autism Team Contact and support from ADD-vance Makaton signing Individual Visual timetable Now/Next board

Area of Need	All pupils, where appropriate (Universal)	Targeted	Specialist
<b>Social, Emotional and Mental Health</b>	Quality First Teaching Christian ethos and 'Values' celebrated in school Collective Worship Whole school behaviour policy Whole school/class rules Class reward and sanction systems Flexible seating arrangements including different groups to support/develop social interaction Talk Partners Positions of responsibility including Buddies and 'huff and puff' Sports Leaders PSHE curriculum, incorporating SEAL curriculum activities and resources Mindfulness, Circle time, Worry boxes 'Good Work' celebration	Small group circle time Group reward system Support during unstructured activities and at playtimes  Social Skills/Stories intervention group Break-out room Take-a-break card system  Protective Behaviours (trained TA in school) Social and Emotional Literacy Support (SELS) to identify and address needs	Individual behaviour plan/reward system Peer mentoring  Anger Management training through outside agency Involvement with Educational Psychology service (including 'crisis' service) Counselling in Schools Service Child and Adolescent Mental Health services (CAMHS) Bereavement counselling through outside agency Support from Thriving Families group School Family worker (based at Monk's Walk secondary school) to support families and eCAF process

Area of Need	All pupils, where appropriate (Universal)	Targeted	Specialist
<b>Sensory and Physical</b>	Quality First Teaching Differentiated curriculum planning, activities, delivery and outcomes Staff aware of any impairment or specific need Modified/differentiated worksheets Use of class microphone and hearing induction loop Lower contrast (e.g. blue text on pale yellow background) on interactive whiteboard screen Direct teaching of, and developing, listening skills Noise cancelling headphones (Ear defenders) Accessible site, front door and hall Accessible toilet	Additional keyboard skills Additional handwriting practice Access to equipment, eg writing slopes, pencil grips.	Specific position in class if needed Motor skills programme for small group/individuals. 'Fizzy' Physiotherapy programme. Individual support in class and PE - modified activities where needed Access to ICT Occupational therapist programme. Speech therapist programme. Medical support where needed