

Redhill Primary School's SEND Provision Map for Key Stage 2

Area of need	<p><b>Wave 1 – Quality First Teaching</b>  <b>General Provision</b>                      For all children</p>	<p><b>Wave 2 -Teacher focus</b>  <b>Enhanced Group Support</b>                      For those just below national age related expectation, need a 'boost' to 'catch up', not necessarily identified as SEN.</p>	<p><b>Wave 3 - Additional SEN Support Higher Need</b>                      For those who despite wave 2 intervention require further intervention or it is felt wave 2 not appropriate due to specific need</p>
<p><b>Cognition &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Individual targets for Reading, Writing and numeracy</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</li> <li>• 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> <li>• Ace Dictionaries</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Year 3, 4, 5, 6 Springboard resources</li> <li>• Abacus Maths activity books</li> <li>• Additional small maths support</li> <li>• Year 6 booster groups</li> <li>• Additional written calculation Strategies</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Letters &amp; Sounds</li> <li>• Oxford Owl eBooks</li> <li>• Additional reading comprehension activities. phonic decodable books,</li> <li>• Beat Dyslexia 1-5</li> <li>• SNIP</li> <li>• Additional small group writing support</li> <li>• Additional small group reading support</li> <li>• Additional small group spelling support</li> <li>• Barrington Stoke Dyslexia friendly texts</li> <li>• ICT</li> <li>• Clicker 7</li> <li>• Transition planning</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Wave 3 maths</li> <li>• Sum it up – multi sensory Maths</li> <li>• In An Instant</li> <li>• Dyscalculia Toolkit Assessment</li> <li>• Plus 1</li> <li>• Power of Two</li> <li>• Precision teaching of number</li> <li>• Pre/post teaching of key concepts and vocab</li> <li>• The five-minute box (number)</li> <li>• Advice on LW Dyscalculia</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• 1:1 reading support</li> <li>• Precision letters and sounds / spellings– mixed age groupings</li> <li>• Toe by Toe</li> <li>• The Word Wasp</li> <li>• Hornet</li> <li>• PAT</li> <li>• PAD</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• ICT support</li> <li>• Input from Learning Support Advisory Teacher.</li> <li>• Educational Psychology Service Support.</li> <li>• Memory programme</li> <li>• Precision teaching of the top 200 words</li> <li>• Transition planning</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 Talk partners.</li> <li>*Modelled communication and interaction</li> <li>*Group discussions.</li> <li>*Cross curricular links.</li> <li>*Talking Postcards</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>*Extra thinking time – pausing to allow time for pupil to process. *Or allowing them time to plan their verbal response.</li> </ul>	<ul style="list-style-type: none"> <li>*Support from SALT – individual / small group support plans.</li> <li>*ELKLAN trained staff: DR, ZB and SE</li> <li>* ICT support - Voice activated software</li> <li>*Educational</li> <li>*Psychologist Service support</li> <li>*Input from Learning Support Advisory Teacher.</li> <li>*Pre/post tutoring of key vocab/concepts. *ICT support</li> <li>*LDA language cards Black Sheep resources</li> </ul> <ul style="list-style-type: none"> <li>*Transition planning</li> <li>*Practical Pragmatics for vocabulary development</li> <li>*Narrative for ordering and sequencing information</li> </ul>
<p>Social, Emotional and Mental 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.</li> <li>*Whole school approach to SEAL *Circle times.</li> <li>*Jumping Jacks</li> <li>*Friendship Stop</li> <li>*SEAL</li> <li>*Class worry box</li> <li>*PSHCE</li> <li>*Whole class assemblies</li> <li>*Jigsaw</li> <li>*Building Learning Power</li> </ul>	<ul style="list-style-type: none"> <li>*Social stories.</li> <li>*Comic strips</li> <li>*Individual reward / sanctions systems. *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>• *Educational Psychologist Service support</li> <li>*Early intervention team</li> <li>*Socially Speaking</li> <li>*Behaviour plan *Behaviour Risk assessment *Additional secondary transfer visits</li> <li>*Pastoral work *1:1 Behaviour Support Team.</li> </ul> <ul style="list-style-type: none"> <li>*Children and Adult Mental Health Service</li> <li>*Educational Psychologist Service support.</li> <li>*Pupil Referral Unit</li> <li>*Child in Care support</li> </ul>
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> <li>*Brain Gym.</li> <li>*PE curriculum. Differentiated planning, activities, delivery and outcomes.</li> <li>*Handwriting – Nelson</li> <li>*PSHCE</li> </ul>	<ul style="list-style-type: none"> <li>*Additional Handwriting –</li> <li>*Speed Up ICT skills support</li> <li>*Speed Up Gross Motor pre writing skills</li> </ul>	<ul style="list-style-type: none"> <li>*Individual support during physical activities.</li> <li>* Pre writing fine /motor skills</li> <li>*Gemex/sensory diet</li> <li>*Emotional Wellness Toolkit</li> </ul>
	<ul style="list-style-type: none"> <li>*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>*Working in low arousal booth</li> <li>*Fiddle toys</li> <li>*Different forms of recording e.g. *Typing, drawing, peer scribe, videoing etc.</li> <li>*Perceptuo – fine motor programme (Write Start)</li> </ul>	<ul style="list-style-type: none"> <li>*Occupational Therapy support. Sensory inclusion service support.</li> <li>*Physiotherapy programme</li> </ul> <ul style="list-style-type: none"> <li>*Input from Learning Support Advisory Teacher.</li> <li>*Educational Psychologist Service support</li> <li>*Specialist ICT equipment</li> <li>*Dance mat</li> <li>*Touch typing</li> <li>*Additional adapted/specialist equipment recommended by outside agency, I.E: sloping board, wobble cushion etc</li> </ul> <ul style="list-style-type: none"> <li>*Individual risk assessments</li> <li>*Transition planning</li> <li>*Cool Kids</li> <li>*Gemex/sensory diet</li> </ul>