Provision Map by SEND Category for Salhouse VC and Neatishead C E Primary Schools

This is a list of possible strategies and resources which are available, according to identified need, as at July 2016.   (T= class teacher, TA= teaching assistant)

Area of Need	All pupils, in class	Further differentiation	Individual support
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling, etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor In-class support from TA Focused group work with T, e.g guided reading Literacy Toolkit reading programme	Springboard (maths, Yr 3-6) Booster groups(Yr 6 SAT preparation) In-class support from TA Additional keyboard skills group Individual reading with TA / T" Five minute box" phonics for YrR/1	Intense literacy or numeracy support Adapted catch-up programmes e.g "Maths overcoming Barriers," "Sound Discovery" "Dynamo Maths" "Rapid Wrting" Additional phonics training Additional individual reading Paired reading Memory skills training Assessment by SEND consultant
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome, e.g simplified language Increased visual aids / modelling, etc Visual timetables Use of symbols Structured school and class routines	In-class support from TA with some focus on supporting speech and language Additional use of ICT, eg Clicker 4	Speech and language support from Speech and Language Team, followed up in school Input from Autism Outreach Team
Behaviour, Emotional and Social Development	Whole school behaviour policy, eg based on Whole school / class rules Class reward and sanctions systems Circle Time / parachute games	Small group Circle Time Group reward system Support for unstructured times – adult supervision Buddy system- peer support	Individual counselling Individual reward system Nurture group Individual "Thrive" support programmes Anger management training Social skills training e.g social story Individual support from Specialist Resource bases for Autism /Behaviour
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Medical support Brain gym exercises	Additional keyboard skills Additional handwriting practice Access to equipment, eg writing slopes	Individual support in class during PE Access Through Technology(ATT) provide additional IT support if fulfil certain criteria. Individual exercises to develop fine motor control Occupational Therapy programme following OT advice