

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 Oct. 2019. (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, writing prompts, word banks/mats Access to word processor In-class support from TA Focused group work with T, e.g guided reading Rapid write	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 Yr./1	Intense literacy or numeracy support Adapted catch-up and 1-1 intervention programmes , Toe by Toe "Rapid Wrting" Additional phonics training Additional individual reading Paired reading Memory skills training Assessment by specialist professional services
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome, e.g simplified language Increased visual aids / modelling of partner talk Visual timetables Use of symbols and picture cues Structured school and class routines	In-class support from TA with some focus on supporting speech and language Additional use of ICT, Attention Autism language group	Speech and language support from Speech and Language Team, followed up in school Input from Autism Outreach Team Assessment by specialist professional services
Behaviour, Emotional and Social Development	Whole school behaviour policy, Zones of regulation Visual reminder of expectations Whole school emotion coaching Circle Time / parachute games	Small group Circle Time Group reward system Support for unstructured times - adult supervision Buddy system- peer support	Boxall Profile Individual reward system/ strategies Nurture group and THRIVE activities Zones of regulation ABC charts Social skills training , social story Emotion coaching Assessment and Individual support from Specialist Professional services, RESPECTRUM
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment	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.

Medical support
Sensory activities

Sensory circuits

Individual exercises to develop fine motor control
Occupational Therapy programme following OT advice
SENSI recommendations and input
Sensory diet/ sensory circuits
Assessment by specialist professional services.