



Hollinswood Primary School & Nursery

SEND Provision Map

Area of SEN Need	<u>Wave 1</u> Quality First Teaching. General provision for all pupils.	<u>Wave 2</u> Pupil Progress intervention. Group support Not necessarily pupils who are identified as SEN. Pupils are typically below age related expectations.	<u>Wave 3</u> Additional SEN support
Cognition and Learning	<ul style="list-style-type: none"> ➤ Differentiated planning, activities, delivery and outcomes. ➤ Clear next steps communicated to pupils. ➤ Letters and Sounds phonic programme. ➤ Use of ICT to enhance the curriculum. ➤ A variety of learning and teaching styles. ➤ Use of models and images. ➤ Practical and visual resources. ➤ Assessment for Learning opportunities deployed throughout learning sessions. ➤ Peer and self-assessment. ➤ SOLO taxonomy questioning skills. ➤ Guided group led by Teacher. ➤ Guided groups led by TA. ➤ Focused intervention in response to lessons. TA led CTG. 	<ul style="list-style-type: none"> ➤ Additional small group maths. Securing basic facts. ➤ Pre teach vocabulary groups. ➤ Smaller group sessions for word work/phonics. ➤ Handwriting intervention. ➤ Fine and gross motor skill group. ➤ Coolkids ➤ Additional writing groups. Focusing on specific next steps. ➤ Precision teach method-speed reading of phonemes, words, and numbers. ➤ Task plans. ➤ MACPAC ➤ Clicker grids 	<ul style="list-style-type: none"> ➤ Wave 3 writing support. ➤ 1:1 reading support. ➤ Toe by Toe intervention. ➤ Power of 1 and 2 interventions. ➤ Jump Start ➤ Wellington Square reading support. ➤ Advice from external agencies such as LSAT, EP.



Hollinswood Primary School & Nursery

Communication and Interaction	<ul style="list-style-type: none"> ➤ Differentiated planning, activities, delivery and outcomes. ➤ Clear next steps communicated to pupils. ➤ Letters and Sounds phonic programme. ➤ A variety of learning and teaching styles. ➤ Use of models and images. ➤ Practical and visual resources. ➤ Talk partners ➤ Group discussions ➤ Talk for writing opportunities. ➤ Role Play areas. 	<ul style="list-style-type: none"> ➤ Pre teach vocabulary groups. ➤ Smaller group sessions for word work/phonics. ➤ Task plans. ➤ Targeted support for speaking and listening. ➤ Additional thinking time. ➤ Modification of language-short chunks of concise information, where possible. 	<ul style="list-style-type: none"> ➤ Support from SALT-individual/small group support plans. ➤ Advice from external agencies such as speech and language, LSAT, EP.
Social, Mental and Emotional Health	<ul style="list-style-type: none"> ➤ Class based reward systems. ➤ PSHE curriculum ➤ Circle times ➤ Forest Schools. 	<ul style="list-style-type: none"> ➤ Social Stories ➤ Individual behaviour rewards. ➤ Social Skills group work. ➤ Boxhall Assessments completed. ➤ Build to express ➤ Inclusion Leader led support-time to talk. 	<ul style="list-style-type: none"> ➤ Nurture Group sessions. ➤ Advice sought from Educational Psychology. ➤ Children and Adult Mental Health Service.
Sensory and Physical	<ul style="list-style-type: none"> ➤ Coolkids ➤ PE curriculum ➤ Differentiated planning, activities, delivery and outcomes. ➤ Handwriting Sessions-Nelson. ➤ General additional equipment, e.g. scissors, rulers, pencils and grips. ➤ Environmental considerations, lighting, background noise, seating position etc. 	<ul style="list-style-type: none"> ➤ Additional handwriting Sessions-Nelson Scheme of Work. ➤ Fine Motor skills group. ➤ Gross motor skills group ➤ Fiddle toys. ➤ Weighted blankets. ➤ Different forms of recording e.g. typing, scribing, audio recording. ➤ Speed Up handwriting interventions. ➤ Movement breaks. 	<ul style="list-style-type: none"> ➤ Sensory Inclusion Service Support. ➤ Occupational Support Therapy. ➤ Additional equipment-wobble cushions, sloped desks.