

Hollinswood Primary School and Nursery

SEND provision map

Area of SEN need	Wave 1 Quality First Teaching. General provision for all pupils.	Wave 2 Pupil Progress intervention. Group support Not necessarily pupils who are identified as SEND. Pupils are typically below age-related expectations.	Wave 3 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. • The use of Inprint symbols to enhance classroom environment. • 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. • Higher Level questioning skills. • Guided group led by Teacher. • Guided groups led by TA. • Verbal feedback given as part of the lesson to support/extend pupil's learning. • Focused intervention in response to lessons. TA led CTG. • The use of Coloured Semantics • 'Communication Friendly' Classrooms • White rose Maths planning • Michael Tidd writing principles 	<ul style="list-style-type: none"> • Additional small group maths. Securing basic facts. • Pre-teach vocabulary groups. • Smaller group sessions for spelling/phonics. • SNIP spelling • 'Box Clever' spelling strategy • Handwriting intervention- Penpals, Theoderescu. • Fine and gross motor skill group. • Coolkids • Additional writing groups. Focusing on specific next steps. • Precision teach method-speed reading of phonemes, words, numbers. • Task plans. • MACPAC • Clicker grids • Coloured Semantics 	<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. • Personalised learning plans, timetables.

<p>Communication and Interaction</p>	<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. • Inprint symbols software. • Coloured Semantics • 'Communication Friendly' Classrooms • Clicker software • NELI-vocabulary support 	<ul style="list-style-type: none"> • Pre-teach vocabulary groups. • Smaller group sessions for spellings/phonics. • Task plans. • Targeted support for speaking and listening. • Additional thinking time. • Modification of language-short chunks of concise information, where possible. • Blank Level questions • SALLEY • Language for Thinking 	<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. • ASD girls wellbeing toolkit-Inclusion Leader
<p>Social, Mental and Emotional Health</p>	<ul style="list-style-type: none"> • Class based reward systems. • Jigsaw PSHE curriculum • Picture News • 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. • Nurture sessions with dedicated TA. • Emotional and Well-being journals 	<ul style="list-style-type: none"> • Nurture sessions with dedicated TA. • Inclusion Leader led support. • Advice sought from Educational Psychology. • Children and Adult Mental Health Service. • Emotional and Well-being Panel. • Emotion coaching • Understanding and preventing self-harm • Bereavement support

			<ul style="list-style-type: none"> • Arthog outreach group focussing on wellbeing, self care, managing failure
Sensory and Physical	<ul style="list-style-type: none"> • Coolkids • PE curriculum • Differentiated planning, activities, delivery and outcomes. • Handwriting Sessions-PenPals • General additional equipment, e.g scissors, rulers, pencils and grips, writing slopes, fidget toys. • Environmental considerations, lighting, background noise, seating position etc. • 'Communication friendly' classrooms. 	<ul style="list-style-type: none"> • Additional handwriting Sessions-Pen Pals • 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. • Wobble cushions. • 'Dough Disco' (fine motor skills) 	<ul style="list-style-type: none"> • Sensory Inclusion Service Support. • Occupational Support Therapy. • Additional equipment-wobble cushions, sloped desks. • My hidden chimp - understanding why you behave in a certain way and how to change it Solution focused brief therapy-led by KS2 Inclusion Leader.