



## Bluebell Primary School Whole School Provision Map for our SEN-D pupils

The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

In line with the SEN-D Code of Practice 2014 we have a **Quality First Approach** to teaching and learning within the four areas of SEN-D need. If your child requires support in addition to these strategies they may receive the **SEN Support** listed below.

<b>COGNITION AND LEARNING</b>	
<b>QUALITY FIRST STRATEGIES</b>	<b>SEN SUPPORT</b>
<p><b>Wave 1</b>            High expectations of children and appropriate challenge for all            Clear learning objectives and differentiated outcomes, clear instructions            Clear feedback and next steps in their learning – children involved in the process and given time to respond            Behaviour for Learning at the heart of lessons/school ethos            Learning walls to support key learning points            Time to talk things through with a Talk Partner before feeding back to class            Access to ICT to help reduce barriers to learning            Writing frames or alternatives to written recording when writing is not the primary objective            Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals            Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do            Personalised and differentiated teaching, including questioning            Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions            Differentiated curriculum planning, activities, delivery and outcome            Visual timetables            Illustrated dictionaries            Use of writing frames            TA in class support            Structured school and class routines</p>	<p><b>Wave 2</b>            Word building and high frequency word recognition support programme devised by SPLD Teacher and delivered by Teaching Assistants            Numicon and concrete maths activities            Maths Catch Up Groups            RWI Small Group and 1:1            RWI Fresh Start            In class support from TA            Precision teaching for reading, spelling and maths            Additional individual reading            Computer programmes: Dynamo Maths, Number Shark            Memory skills</p> <p><b>Wave 3</b>            Individual Speech and Language sessions for receptive, expressive language and speech sounds following targets set by NHS Speech and Language Therapy Services and/or Communications Matters (Speech and Language Therapist service once a week)            Referrals to and assessments by CEPP ( service providing Educational Psychologist and SEND advice - funded through SEN Funding)            Contribution to multi agency meetings including in depth reports to paediatricians and support for individual parents            Wellcomm baseline assessments            Early Talk and Talk Boost interventions for targeted pupils            Sandwell Early Numeracy Test            S2S support (School to School)</p>

## COMMUNICATION AND INTERACTION

QUALITY FIRST APPROACH STRATEGIES	SEN SUPPORT
<p><b>Wave 1</b>                      Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language                      Increased visual aids / modelling etc                      Visual timetables                      Structured school and class routines</p>	<p><b>Wave 2</b>                      In class support                      Speech and Language support; 1:1 with TA/HLTA delivering speech therapist devised support programme                      Visual timetables                      Time to Talk                      Socially Speaking                      Social Stories                      Wellcomm support in EYFS including Early Talk and Early Talk Boost                      Kids Skills                      Building Blocks for Communication</p> <p><b>Wave 3</b>                      CEPP Services assessment and advice                      Small group maths intervention                      Read Write Inc                      1:1 -Visual/auditory memory activities.                      S2S support (School to School)</p>

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

QUALITY FIRST APPROACH STRATEGIES	SEN SUPPORT
<p><b>Wave 1</b>                      Whole school positive behaviour policy                      Circle Time                      Reward System with team points and certificates                      Celebration Assembly                      Jigsaw Assembly within class covering PSHE once a week with a sharing assembly at the end of each half term</p>	<p><b>Wave 2</b>                      Social Skills group                      Individual reward system                      Home – school record (daily)                      Nurture Room – playtime and lunchtime                      Learning Mentor for 1:1 support – self- esteem, mental health, self regulation                      Year 6 transition support                      Art and Craft-based therapy                      Point 1                      Behaviour, Nurture and Inclusion team                      Social skills groups                      Parent Support Adviser</p> <p><b>Wave 3</b>                      Educational Psychology Services assessment and advice.                      S2S support                      Individual support packages including anger management, social skills, self-esteem etc.                      Drawing and talking based therapy                      Social Stories -Involvement of CAMHS and other mental health services.                      Adapted timetable for individual children</p>

# SENSORY AND/OR PHYSICAL NEEDS

## QUALITY FIRST APPROACH STRATEGIES

### Wave 1

Flexible teaching arrangements  
Staff aware of implications of physical impairment  
Availability of resources -writing slopes, handwriting pens, pencil grips, coloured overlays  
Flexible teaching Arrangements  
Staff aware of implications of physical impairment  
Sensory equipment such as textural resources ,sensory tents, balance equipment.  
Wide range of apparatus and large outdoor equipment to encourage physical development.  
Adapted scissors

## SEN SUPPORT

### Wave 2

Fine Motor Skills group  
Gross Motor Skills group – Sensory Circuits  
Additional handwriting practice  
Individual support in class during PE and lunch time  
Reasonable adjustments to environment to support access  
Small group fine motor skills development  
Access to equipment e.g. pencil grips, adapted scissors, Soundfield System  
Adapted cutlery  
Adapted menu for children with eating difficulties

### Wave 3

S2S support -Advice/equipment/training from Sensory Support Team  
Advice/equipment/training from Access through Technology team-Support from Occupational Therapy Services  
TA support during PE/outdoor learning activities.  
School Nursing Team support.