

Kings Ash Academy - School SEND Provision Map

Universal Support (Class)			
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> ● Flexible teaching arrangements ● Structured school and classroom routines ● Warning of change ● Differentiated curriculum delivery e.g. simplified language ● Increased visual aids/modelling ● Visual timetables ● Use of symbols in Early Years ● Use of signing (Makaton) in Early Years ● Repetition/clarification of instructions ● 'Show and tell' / speaking opportunities ● Regular + planned liaison with parents 	<ul style="list-style-type: none"> ● Repetition/clarification of instructions ● Speed Sound, word banks, number charts, mats, etc. ● Use of puzzles and games ● Illustrated dictionaries ● AR - personalised reading scheme ● Ensuring appropriate reading material available from other year groups ● Weekly spelling lists (phonics led) ● Read Write Inc. (levelled groups) ● Regular use of visuals + manipulatives ● Regular + planned liaison with parents 	<ul style="list-style-type: none"> ● Flexible seating arrangements ● Age appropriate resources ● Construction ● Tools and Materials e.g. brushes/pencils, collage ● Range of equipment & opportunities for balancing, exploring etc. ● Brain break exercises ● Sand and water play in Early Years ● Provision of left handed equipment ● Written signs for class labels in classes ● Regular + planned liaison with parents 	<ul style="list-style-type: none"> ● Whole school behaviour policy ● Positive behaviour strategies ● Structured school and classroom routines ● Use of puzzles and games ● Involvement in after school clubs ● Progressive SMSC, PSHE, SRE curriculum ● Play leaders available to support ● Visual timetables ● Use of symbols ● Use of first hand experiences to stimulate learning ● Regular +planned liaison with parents
Targeted Provision (Group)			
<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Speech and Language support groups ● Social communication groups ● Extended transition – vulnerable pupils ● Increased use of visual, models and resources ● 'Now and Next' language 	<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● In-class TA support for English ● Additional Reading ● In-class TA support for Maths ● Differentiated resources ● Differentiated output or outcome e.g. use of ICT, fewer sentences ● Increased visual aids/modelling etc. ● Visual timetables ● Increased use of visuals + manipulatives ● Use of writing frames ● Small group support outside class ● Fresh Start (Yrs 4-6) ● Small group RWI 	<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Fine Motor skills programme ● Gross Motor skills programme ● TA support in PE/dance/games ● Differentiated PE resources – spider balls, balloon balls etc. ● Additional preparation for sports events ● Handwriting intervention ● Access to class sensory tool kit / sensory circuits ● Small group lunch provision 	<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Alternative playtime/lunchtime provision ● Pastoral support inc: play based approach, social skills, Lego Therapy ● Social stories ● Emotion check-ins ● Small group lunch provision ● Elsa Support

Specialist Provision (Individual)

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) ● EHCP outcomes (Reviewed termly + annually) ● Individual Speech therapy programmes – created by Speech therapist (i.e. attention builders/bucket of surprises) ● Individual visual timetable / schedule ● Individual 'Now and Next' board ● Work station for part of the day ● Social stories ● Lego Therapy ● Use of communication cards/ picture cards. ● Use of Makaton / visual communication cards / pecs ● Outside agency advice ● Outreach speech and language support 	<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) ● EHCP outcomes (Reviewed termly + annually) ● Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ● Task planner / tasks broken down ● Pre-teaching of class learning ● Reinforce class learning (1:1 practise) ● One to one support for English and Maths outside class. ● 1:1 reading ● 1:1 RWI/ Toe-by-toe/Fresh Start ● 1:1 support part of day/daily ● Individual workstation ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Individual arrangements for tests/SATs ● Booster classes ● Additional planning and arrangements for transition 	<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) ● EHCP outcomes (Reviewed termly + annually) ● Provision of specialist equipment – ICT, sloping board, pencil grips, wobble cushion, chair elastic, pencil grip, ● Multi-sensory equipment ● Fine motor/handwriting intervention ● TA support/monitoring at lunchtimes ● Individual planning and arrangements for transition through school day ● Outside agency advice (physiotherapist, OT, hearing impairment, visual impairment and habilitation services) ● Individual risk assessment ● Individual intimate care plan ● Support with dressing ● Access to enlarged resources ● Awareness of fatigue ● Scribe provided ● Seating arrangements ● Physio/OT referral/support ● Support with school/classroom access ● Adjustment to classroom/school environment. ● Ear defenders ● Intimate care plan ● Additional transition arrangements to new class/school ● Access to sensory rooms ● Sensory breaks 	<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) ● EHCP outcomes (Reviewed termly + annually) ● Individual Behaviour Support Plan ● Individual risk assessments ● Positive recognition chart ● Special responsibilities ● Emotion check-ins (visual/verbal) ● Social stories ● Draw and Talk intervention ● Playtime support/monitoring ● Support from pastoral support team ● Access to a safe space ● Nurture Provision ● Home school liaison book ● Regular feedback to parents ● Bereavement support ● Additional transition arrangements ● Internal seclusion (with adult support) ● Team Teach strategies employed ● MHST/CAMHS referral/involvement ● Daily 'check-ins' from named adult ● Referral to family support worker ● Early Help intervention ● ELSA support ● Referral to attendance officer ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Part-time timetable ● Alternate provision - for part of the day ● Educated other than at school