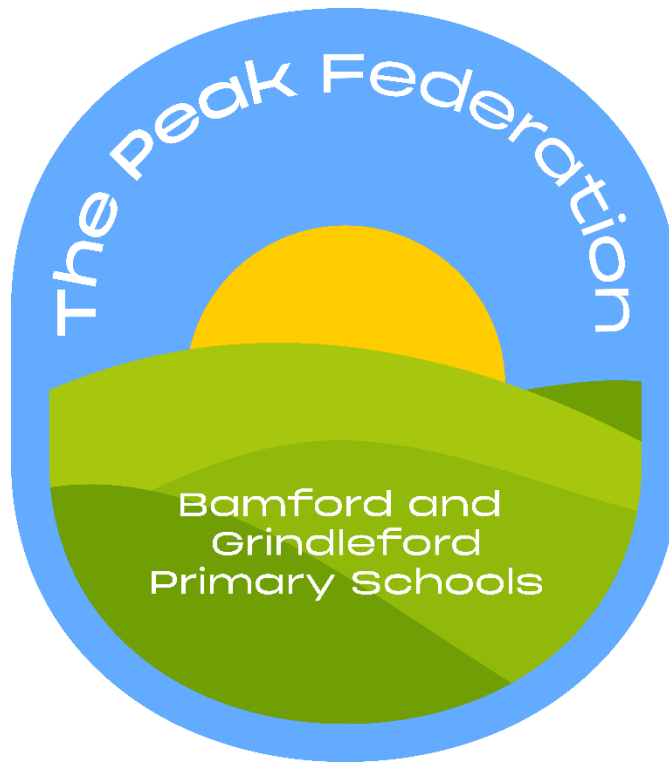




The Peak Federation SEND Provision Map

Cognition and Learning		
Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
• Pupil's name established before giving instructions • Clear and simple instructions, delivered in manageable chunks • Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary • Check for understanding by asking the child to repeat/explain to a response partner or adult • Lots of adult modelling • Use of visual timetables • Ask child/adult supporting child to jot down key points/instructions • Give the child thinking time before response is needed • Collaborative working opportunities - mixed ability pairs/talk partners • Repetition, overlearning and reinforcement of skills • Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to peer/adult, use of ICT • Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying • Avoid black pen on whiteboard, use blue or green instead • Multi-sensory approach to learning	• Visual cues and prompts, key vocabulary displayed/available, working walls, word mats • Tasks simplified or extended • Seat child at front of class near to whiteboard • Provide individual copy of resources, using easy to read font, including changing sizing and line spaces. • Provide individual whiteboard to make notes and reduce copying from board • Provide titles/learning objectives etc. to avoid excessive writing • Pencil grips, writing boards, harder pencils • Pre-teach vocabulary • Personalised vocabulary lists • Regular adult check-ins • Provide writing frames	• Carefully adapted work that is suitable to pupil's ability • Opportunities for over-learning • Quiet working spaces • Pre-warning of any changes • Specific interventions to address significant gaps in learning: Morph Mastery, Plus 1, DLD and Me, Numeracy Catchup, • Possible involvement of external agencies such as SALT, ISAS, EP

• Communication and Interaction		
• Quality First Teaching (All Pupils)	• SEN support – Targeted support	• SEN Support – Specialist support
• Peer modelling in conversations • Initial adult support which can be removed when child is feeling more confident • Visual prompts and cues • Prompt cards for group roles and conversation skills • Clear and simple explanations, one step at a time • Reduce instructions into smaller easier to understand steps • Talk partner opportunities • Pre-teaching of subject vocabulary • Model correct pronunciation by repeating correctly	• Preparation (pre-warning) for change of activity or lesson • Check understanding by asking them to repeat • Application of specific speech targets during the day • Extra time to process what has been said • Regular check-ins from adults to ensure understanding	• Application of specific speech targets during the day • Zones of Regulation • 3 Houses Intervention • Drawing and Talking intervention • SALT targets • Involvement of outside agencies such as SALT, ISAS, EP

Social, Emotional and Mental Health

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
• Clear whole school behaviour policy • Reinforcement of rules – visual prompts to support • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Positive praise • Structured routines and clear guidelines • PSHE curriculum to include themes such as mental health and emotional wellbeing • Whole school promotion of resilience, building self-esteem, growth mindset displays • Playtime and lunchtime provision – quiet areas, structured games, inside area • Restorative conversations • Positive language • Whole school Citizenship Values • Kindness Committee	• Use of calming or fiddle toys/ tools • Own designated seating space • Calming/Self-regulation strategies • Time out systems within the classroom and beyond • Meet & Greet • Soft starts • Movement breaks	• 3 Houses Intervention • EBSA toolkit • EBSA wellbeing cards • Circles of Control • Fear Landscaping • Ideal Classroom • Risk & Resilience grading • Exit cards • Zones of Regulation • Nurture Intervention

Sensory and/or Physical		
Quality First Teaching - All Pupils	SEN support – Targeted support	SEN Support – Specialist support
• Reduce background noise to improve acoustic environment • Consider seating according to needs and position near teacher • Uncluttered and well-organised learning environment and materials • Good lighting • High colour contrast materials, including on whiteboard • Good quality print and photocopying	• Pre-prepared work with date/LI • Individual copies of resources, printing, materials etc. • Electronic copies of work • Pencil grips • Chunky pencils • Specialist writing pens • Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc. • Fidget aids • Occupational therapy aids such as wobble cushions, footstools, rubber bands on chairs • Sensory breaks • Ear defenders	• Proprioception aids such as peanut balls and sensory circuits • Interoception interventions • Movement breaks • Environmental sensory audit • Involvement of outside agencies such as EP, ISAS