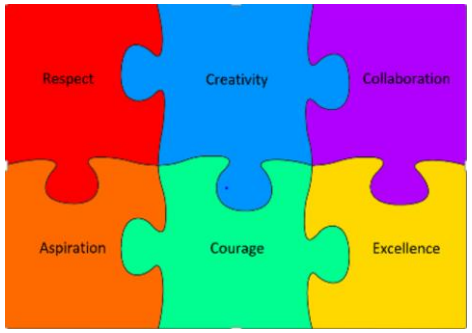
Randlay Primary School and Nursery



SEND Provision Matrix

COGNITION AND LEARNING:

Specific and Moderate learning difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Ongoing internal tracking data and monitoring of pupil progress through observations, standardised assessments and national assessments (SAT's, Baseline assessments) • Discussions with parents regarding concerns. • Home visit questionnaire for Nursery aged pupils/Preschool transitions. • Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice'). • Initial record of concern completed by SENDCO and class teacher. • Observation of child by SENDCO and intervention strategies put in place. • Provision Map written with identified outcomes. • Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle) • Referral to external agencies-EYAT, LSAT.	• Advice/recommendations from external agencies followed. • Suitably qualified teaching assistants deployed to run interventions. **Wave 1** • Differentiated planning, activities, delivery and outcomes. • Individual targets for Reading, writing and maths. • Little Wandle and Little Wandle Keep Up- daily. • Use of models and images (Visuals) • VAK Learning and teaching styles-Use of practical and visual resources e.g. sounds mats, structural apparatus. • Assessment for Learning (AfL) • Peer and self-assessment. • Focus group support from T. • Focus group support from TA. • ACE dictionaries/spelling log. • Prompts and scaffolds to support independent learning.	• Following specific interventions as suggested by LSAT/EYAT. • Intensive, ongoing, highly targeted support for learning e.g. direct teaching of one skill at a time, daily practice, and learning tasks broken down into their smallest steps. • Purchasing specialist resources to support pupils. • Regular feedback to parents/carers giving suggestions of how they can support their child at home. **Wave 3** Maths • Precision teaching • Pre/post teaching of key vocabulary/concept vocabulary. • Plus 1 intervention. • Power of 2 intervention. • Dyscalculia Toolkit.

• Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • EHCP annual review.	**Wave 2** <u>Maths</u> • Additional small group maths support. • Precision Teaching. <u>Literacy</u> • Additional small group reading/writing support. • Targeted Letters and Sounds groups. • Precision Teaching. • Little Wandle-SEND	• Max's Marvellous Maths. • Dynamo maths. <u>Literacy</u> • 1:1 reading support. • 1:1 writing support. • Precision teaching. • Barrington Stoke Dyslexia texts. • Toe by Toe • Word Wasp • Hornet Literacy Primer • SNIP • Reading for Meaning. • Clicker 8 • Literacy Pathway <u>General</u> • Input from Learning Support Advisory teacher. • Educational Psychologist Service support.

SEND Provision Matrix

SENSORY and /or PHYSICAL:

Physical Difficulties (PD)

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Observations of the child-Are they experiencing any problems in class? • Discussions with parents regarding concerns. • Home visit questionnaire for Nursery aged pupils/preschool transitions. • If child continues to be a concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Occupational Therapy team. • Parents can request an assessment with Occupational Therapy by contacting GP. • Liaison with school nurse and health visitor. • Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice'). • Provision Map written with identified outcomes. • Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle)	• Advice/recommendations from external agencies followed. **Wave 1** • OT resource pack recommendations. • P.E. curriculum support/differentiation. • Differentiated planning, activities, delivery and outcomes. • Handwriting programme. • General additional equipment e.g. pencil grips, rulers, scissors. • Forest school sessions. **Wave 2** • Additional handwriting- Start Write, Stay Right. • Speed Up! • Fine motor skills group. • Cool Kids programme. • Different forms of recording e.g. typing, peer scribe, videoing. • Writing slope, pencil grips, Stabilo pencils/pens. • Clicker 8 • Keyboard skills-Dance Mat typing (BBC)	• Following specific interventions as suggested by OT. • Provide trained teaching assistants to support pupils. • Regular feedback to parents/carers giving suggestions of how they can support their child at home. • Individual support during physical activities. • DLA funding to support specialist equipment. • Specialist ICT equipment-laptops. • Additional adapted equipment recommended- sloping board, wobble cushion etc. • Individual Risk Assessments

• EY Inclusion Panel/Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • EHCP annual review.		

SEND Provision Matrix

COMMUNICATION AND INTERACTION:

Speech, language and Communication Needs (SLCN)

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Ongoing internal tracking data and monitoring of pupil progress through observations, standardised assessments and national assessments (SAT's, Baseline assessments) • Discussions with parents regarding concerns. • Home visit questionnaire for Nursery aged pupils/preschool transitions. • Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice'). • Initial record of concern completed by SENDCO and class teacher. Observation of child by SENDCO and intervention strategies put in place. • Provision Map written with identified outcomes.	• Advice/recommendations from external agencies followed. • Suitably qualified teaching assistants deployed to run speech and language interventions. **Wave 1** • Differentiated planning, activities, delivery and outcomes. • Talk Partners • Modelled communication and interaction. • Group discussions. • Pre-teaching vocabulary. • Modification of language-short chunks of concise information accompanied by model or image. • Thinking time- pausing to allow time for pupil to process or plan verbal response.	• Following specific interventions as suggested by SALT/SALTIS (care plans). • Provide trained teaching assistants to deliver speech and language programmes-ELKLAN • Regular feedback to parents/carers giving suggestions of how they can support their child at home.

• Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle) • Referral to external agencies-SALT, SALTIS. • EY Inclusion panel/Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • EHCP annual review.	**Wave 2** EYFS/KS1 • Listen with Lucy. • NELI • Lego Build to Express. • Makaton • Talk Boost- EY/KS1 • Colourful Semantics • Reception Narrative • Auditory memory activities • Time to Talk • Picture Exchange Communication systems KS2 • Language Builders. • Language for Thinking. • Lego Build to Express. • Talk Boost- KS2	

SEND Provision Matrix

SENSORY and /or PHYSICAL:

Vision Impaired (VI)

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Ongoing internal tracking data and monitoring of pupil progress through observations, standardised assessments and national assessments (SAT's, Baseline assessments) • Observations of the child-Are they experiencing any problems in class? E.g. Holding text closely, struggling to copy from board. • Discussions with parents regarding concerns. • Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice'). • Home visit questionnaire for Nursery aged pupils/pre-school transitions. • Parents can request an assessment by visiting their optician.	• Advice/recommendations from external agencies followed. • Pupils working in smaller groups with the support of an adult, if needed. • Seating position- sitting near front so any visual information is seen clearly. • Ensuring that pupils who wear glasses are clear about when they should be worn. • Any information displayed on interactive whiteboard is presented using clear, large font. • Enlarged text reading books. • Provide coloured overlays/reading rulers- where appropriate to assist with visual stress.	• Following specific interventions as suggested by SiS. • Environment audit by SiS. • Environmental considerations- lighting and seating position. • Provide trained teaching assistants to support pupils. • Regular feedback to parents/carers giving suggestions of how they can support their child at home. • Risk assessments in place. • Assistive equipment used by all staff who work with C/YP

• Visual Stress assessment-via GP/Hospital. • Reception age pupils offered vision test in school. • Pupils with an identified difficulty are regularly reviewed and assessed by Sensory Inclusion Service. • Provision Map written with identified outcomes. • Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle). • Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • If pupils have an EHCP they will have annual review with all involved profession to review progress.	• Provide pastel coloured workbooks on recommendation from external agencies. • If pupils have significant visual impairment furniture and resources layout will remain constant. • Staff aware of implications of sensory impairment.	

SEND Provision Matrix

SENSORY and /or PHYSICAL:

Hearing Impaired (HI)

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Ongoing internal tracking data and monitoring of pupil progress through observations, standardised assessments and national assessments (SAT's, Baseline assessments) • Observations in class- Is child experiencing problems? e.g. struggling to hear, shouting. • Discussions with parents regarding concerns. • Home visit questionnaire for Nursery aged pupils/Preschool transitions. • Parents can request an assessment by visiting their G.P. • Reception age pupils offered hearing test in school.	• Advice/recommendations from external agencies followed. • Pupil will work in a small group with adult support if needed. • Adult will repeat ideas and comments of other children when class are discussing ideas. • Adult will ensure pupil has understood task. • Pupils are encouraged to ask for clarification, instructions are repeated or explained if they have not heard or understood them. • Use of visual prompts. • Environmental considerations- background noise, seating position.	• Following specific interventions as suggested by SiS. • Provide trained teaching assistants to support pupils. • Regular feedback to parents/carers giving suggestions of how they can support their child at home. • Risk assessments in place. • Assistive equipment used by all staff who work with C/YP.

• Pupils with an identified difficulty are regularly reviewed and assessed by Sensory Inclusion Service. • Provision Map written with identified outcomes. • Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle). • EY Inclusion panel/Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • If pupils have an EHCP they will have annual review with all involved professionals to review progress.	• Differentiated planning, activities, delivery and outcomes. • Staff aware of implications of sensory impairment.	

SEND Provision Matrix

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Ongoing internal monitoring of pupil behaviour through observations in classroom and on the playground (CPOMs) • Get to know individual pupil well through working closely with them. • Discussions with parents regarding concerns. • Initial record of concern completed by SENDCO and class teacher. Observation of child by SENDCO, Pastoral lead and intervention strategies put in place. • Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice').	• Advice/recommendations from external agencies followed. • Suitably qualified teaching assistants deployed to run interventions- ELSA trained TA • MAPA training. • Future in Mind training. • Extra arrangements for communication and/or transitions between home and setting, e.g. meet and greet for pupils for whom entry and/or exit from school is a challenge and may need more targeted support with a key person.	• Referral to BeeU. • Provide trained teaching assistants (ELSA) to run programmes. • Regular feedback to parents/carers giving suggestions of how they can support their child at home. • Frequent access to, or exclusive use of, a quiet space e.g. to help the learner to manage their own emotional state, reduce risks of harm to staff or other pupils and/or reduce the need for prolonged and frequent use of physical intervention. • Access to ongoing, highly targeted therapeutic support from suitably qualified, trained and supervised staff, such as art therapy, play therapy, or work focused on links between thoughts, feelings and behaviour.

• Boxall profile completed. • Provision Map written with identified outcomes. • Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle) • Referral to external agencies-EP • BeeU assessment. • EY Inclusion panel/Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • EHCP annual review.	• Records for behaviour which are kept over time and analysed with outside agency such as to consider triggers/patterns (STAR). Identify the targeted interventions following analysis. • Sunshine Room intervention **Wave 1** EYFS/KS1/KS2 • Whole school Behaviour Policy. • Class based reward systems. • Whole school approach to PSE-Jigsaw. • Circle times. • Friendship stop. • Class Worry box. • Access to fiddle toys, fidget cubes. • Visual timetable • Emotional Coaching • PACE **Wave 2** EYFS/KS1/KS2 • Individual reward/sanctions systems. • Behaviour Learning Plan • Access to quiet space. • Social skills group work. • Time to talk. • Talkabout for Children. • Socially Speaking. • Circle of Friends. • Comic Strip conversations. • Social stories. • Home/school diary.	• Extra planning and support for changes of setting ("transitions"), such as primary to secondary setting or secondary to college. • Highly structured routines communicated with visual supports and prompts. • Individual risk assessments to identify any dangers and inform when and how the pupil needs extra support. • Counselling sessions • Play therapy • Early Help Assessment. • Educational Psychologist. • Pastoral work 1:1/ Pastoral support plan. • Behaviour Support Team support. • Records of Behaviour-CPOMS • Access to ongoing, highly targeted therapeutic support form suitably qualified, trained staff. • Individual Risk Assessments • Additional arrangements for transitions between home/school. • Extra pastoral care support to enable pupil to take part in extra-curricular activities.

	• Highly structured routines communicated with visual supports and prompts. • Lego Build to Express. • Access to adult at break and lunch time to enable and support social interaction with peers.	

SEND Provision Matrix

COMMUNICATION AND INTERACTION:

Autistic Spectrum Disorder (ASD)

How we identify needs, assess and review progress	How we adapt teaching to ensure access the curriculum	How we provide support and intervention for those with identified needs
• Ongoing internal monitoring of pupil behaviour through observations in classroom and on the playground (CPOMs) • Get to know individual pupil well through working closely with them. Understanding patterns of behaviour or specific needs. • Discussions with parents regarding concerns. • Initial record of concern completed by SENDCO and class teacher. Observation of child by SENDCO and Pastoral lead and intervention strategies put in place.	• Advice/recommendations from external agencies followed. • Suitably qualified teaching assistants deployed to run interventions- ELSA trained TA • Extra arrangements for communication and/or transitions between home and setting, e.g. meet and greet for pupils for whom entry and/or exit from school is a challenge and may need more targeted support with a key person. • Sunshine Room intervention. **Wave 1** EYFS/KS1/KS2	• Referral to BeeU. • Provide trained teaching assistants (ELSA) to programmes. • Future in Mind training. • Regular feedback to parents/carers giving suggestions of how they can support their child at home. • Extra planning and support for changes of setting ("transitions"), such as primary to secondary setting or secondary to college. • Highly structured routines communicated with visual supports and prompts. • Educational Psychologist. • Pastoral work 1:1/ Pastoral support plan.

• Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice'). • Provision Map written with identified outcomes. • Review of Provision Map made termly by class teacher and SENDCO (Plan, do, review cycle) • Referral to external agencies- BeeU. • Parents can request pre-school children have assessment via Health visitor-ASQ. • BeeU assessment. • EY Inclusion panel/Inclusive Schools Forum request for additional funding to support pupil. • EHCNA request. • If pupils have an EHCP they will have annual review with all involved professionals to review progress.	• Anxiety levels monitored and subtle interventions put in pace where needed. • Whole school approach to PSE-Jigsaw. • Circle times. • Visual timetable. • Low arousal area in classrooms • Ear defenders. • Now and next cards. • Weighted toys. • Emotional Coaching • PACE Wave 2 EYFS/KS1/KS2 • Individual reward/sanctions systems. • Low arousal area. • Social skills group work. • Time to Talk. • Socially Speaking. • Circle of friends. • Talkabout for Children. • Comic Strip conversations. • Social stories. • Home/school diary • Highly structured routines communicated with visual supports and prompts. • Lego Build to Express. • Access to adult at break and lunch time to enable and support social interaction with peers.	• Additional arrangements for transitions between home/school. • Extra pastoral care support to enable pupil to take part in extra-curricular activities.