



Whole School SEND Provision Map

2023 - 2024

Need	Potential Threshold for Additional Provision	<p style="text-align: center;">WAVE 1</p> <p>The Teacher could provide some differentiation of the curriculum and homework through Quality First Teaching.</p> <p>Other strategies may include:</p> <ul style="list-style-type: none"> • Small group work in lessons • Reduced class size • Subject teacher targeted extra-curricular intervention. • Possible Access Arrangements • Access to additional resources eg dictionary, thesaurus, calculator <p>No Student Support Plan</p> <p>Student is on SEND Monitoring List</p>	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1 strategies the SEND Team may provide:</p> <ul style="list-style-type: none"> • Targeted small group or 1:1 withdrawal work for a limited time. • Possible in class support • Possible outside agency and/or specialist teacher involvement • Possible Access Arrangements <p>Student Support Plan (may be temporary)</p> <p>Student is on the SEND Register</p> <p>Parent / carer meetings as required.</p>	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 2 strategies the SEND Team may provide:</p> <ul style="list-style-type: none"> • Targeted small group or 1:1 work after school. • In Class Support • Outside agency and/or specialist teacher involvement • Request Statutory Assessment • Access Arrangements <p>Student placed on the SEND register.</p> <p>Student Support Plan</p> <p>Termly meetings with parent / carer</p>

Autistic Spectrum Condition	<ul style="list-style-type: none"> Concerns raised by staff/parents regards social difficulties & access to curriculum Clinical diagnosis or awaiting diagnosis ASC Traits of ASC identified by EP or health professionals 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> Targeted support to identify/establish routines Possible support during unstructured times of day. Identify the primary areas of need and develop appropriate coping strategies. Use of additional resources Use of visual timetables 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1 the SEND Team may provide:</p> <ul style="list-style-type: none"> Social Skills Group after school (Reviewed after 6 sessions) Possible in class support Transition support Possible support before/after school 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2 the SEND Team may provide:</p> <ul style="list-style-type: none"> Named TA to provide first point of reference. Targeted in class support. 1:1 work with ASD specialist, teacher, or TA Individualised support to access/modify the curriculum. Individualised support for behaviour management and regulating emotions
Dyspraxia (SpLD)	<ul style="list-style-type: none"> Diagnosis Poor motor skills Poor co-ordination Problems with organisation 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> Teacher may provide print out of work. Peer/adult support to record essential work. Use of ICT where possible Differentiated practical subjects e.g., PE, Dance, Technology 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1 the SEND Team may provide:</p> <ul style="list-style-type: none"> Assessment by OT, IDSS Use of word processor Modified/adapted equipment. Possible handwriting intervention in form time 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2 the SEND Team may provide:</p> <ul style="list-style-type: none"> Practical assistant Significant differentiation and modification of curriculum and resources
Learning Needs (MLD / GLD)	<ul style="list-style-type: none"> Failure to make adequate progress, despite appropriate differentiation of the curriculum. Average CAT scores below 79 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> All students are set on academic ability. Targeted support from subject teacher Possible after school support / intervention Possible input from HOD and Progress Lead. 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1:</p> <ul style="list-style-type: none"> HOD and/or Progress Lead plan and review support with SENCO Possible in class support Targeted support from SEND Team Possible intervention in form time 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2:</p> <ul style="list-style-type: none"> The curriculum is differentiated by SEND Team Targeted 1:1 in class support.

Literacy SpLD (eg dyslexia)	<ul style="list-style-type: none"> • Diagnosis • Dyslexia screening • WRAT assessments below 85 for reading, comprehension or spelling 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> • Teacher may provide print out of work. • Peer/adult support • Different resources (e.g., overlays, coloured paper) • Use of IDL • Use of ICT 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1 the SEND Team may provide:</p> <ul style="list-style-type: none"> • Short term literacy intervention • Use of word processor / ereader pen • Modified / adapted equipment and resources 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2 the SEND Team may provide:</p> <ul style="list-style-type: none"> • Long term literacy intervention in a small group • 1:1 literacy intervention • Support and advice from a specialist teacher or outside agency
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	<ul style="list-style-type: none"> • Significant discrepancies between literacy scores and CAT scores • Uneven CAT profile • Attainment below students expected progress 		<ul style="list-style-type: none"> • Use of IDL in school and at home • Use of Toe by Toe • Possible in class support 	
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Numeracy SpLD (eg dyscalculia)	<ul style="list-style-type: none"> • Diagnosis • WRAT assessments below 85 for arithmetic • Significant discrepancies between numeracy scores and CAT scores • Uneven CAT profile • Attainment below students expected progress 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> • Teacher may provide print out of work. • Peer/adult support • Different resources (e.g. overlays, coloured paper) • Use of IDL • Use of ICT 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1 the SEND Team may provide:</p> <ul style="list-style-type: none"> • Short term numeracy intervention • Use of word processor • Modified / adapted equipment and resources. 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2 the SEND Team may provide:</p> <ul style="list-style-type: none"> • Long term numeracy intervention in a small group • 1:1 numeracy intervention • Support and advice from a specialist teacher or outside agency
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Medical	<ul style="list-style-type: none"> Medical condition which impacts on learning 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> Health Care Plan Advice regarding specialist arrangements appropriate to need. Different resources Access Arrangements 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1:</p> <ul style="list-style-type: none"> Health Care professional involvement Possible in class support 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2 the SEND Team may provide:</p> <ul style="list-style-type: none"> Individualised support to access modified curriculum
Physical Disability (PD)	<ul style="list-style-type: none"> Physical disability which impacts on learning 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> Differentiation of practical tasks as appropriate Adapted / additional resources as appropriate. 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1:</p> <ul style="list-style-type: none"> Timings and logistics of the school day can be altered. Possible in class support Access Arrangements Risk Assessment / Care Plan 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2 the SEND Team may provide:</p> <ul style="list-style-type: none"> Individualised support to access modified curriculum. Individualised / specialist access arrangements
Sensory impairment (HI / VI)	<ul style="list-style-type: none"> Visual or hearing impairment that impacts on learning 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> Adapted / additional resources as appropriate. Preferential rooming and seating 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1:</p> <ul style="list-style-type: none"> Timings and logistics of the school day can be altered. Possible in class support Access Arrangements Risk Assessment / Care Plan Termly involvement of Specialist Teacher 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2:</p> <ul style="list-style-type: none"> Frequent involvement of Specialist Teacher Additional tuition In class support Individualised / specialist access arrangements

Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • ADHD • Concern raised by class/form teacher History of exclusion/isolation. • Attendance below 85% • Bereavements ••• Outside Agency Involvement • Self-referral • Self-harm • Failure to thrive. • Low mood • Low confidence and self esteem • Anxiety 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> • Adapted / additional resources as appropriate. • Preferential rooming and seating • Whole school BFL policy with rewards and sanctions • Possible after school support sessions • Possible Time Out card 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1:</p> <ul style="list-style-type: none"> • Additional transition visit • Half term group work Group anger management / emotional regulation work • Possible in class support • Before/after school support • Counselling (short term) • Possible School Nurse involvement • Access Arrangements • Involvement from outside agency or specialist as required 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2:</p> <ul style="list-style-type: none"> • Specialist input into any risk assessments, care plans or support plans • EP advice / assessment • Frequent involvement of outside agency (e.g., CAMHS) • Individualised Access Arrangements
Speech, Language and Communication (SLCN)	<ul style="list-style-type: none"> • Communication difficulties • Difficulties processing language • Difficulties with expressive / receptive vocabulary 	<p style="text-align: center;">WAVE 1</p> <ul style="list-style-type: none"> • Teacher may provide print out of work. • Peer/adult support • Different resources • Use of visual aids 	<p style="text-align: center;">WAVE 2</p> <p>In addition to Wave 1:</p> <ul style="list-style-type: none"> • Possible in class support • Access Arrangements • Involvement from outside agency or specialist as required. • Homework support • SALT assessment and intervention (long term) 	<p style="text-align: center;">WAVE 3</p> <p>In addition to Wave 1 and 2:</p> <ul style="list-style-type: none"> • Frequent involvement from outside agency or specialist as required. • SALT assessment and intervention (long term)