



Vernham Dean Gillum's SEND Provision Map

Wave 1	Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs. The needs of all children are taken into account, with high expectations for them.
Wave 2	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. Children will be identified through data analysis and/or teacher request.
Wave 3	This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. An external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support.

	Wave 1	Wave 2	Wave 3
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery, success criteria and outcomes. e.g., simplified language, key words on working wall and on spelling lists • Visual timetables • Talk partners • Talk for writing 	<ul style="list-style-type: none"> • Mr Tongue programme • 1-1 Early years Speech and language programme for Schools(Solent School's therapy SLT pack) 	<ul style="list-style-type: none"> • Individual Speech and Language sessions following targets set by SALT
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, approaches & outcomes • Learning objectives & success criteria clearly communicated • Working walls and practical resources • Use of ICT 	<ul style="list-style-type: none"> • Pupil placed on Watching list of school SEND Register • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts 	<ul style="list-style-type: none"> • Child placed on the Special Needs Register • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate. e.g. EP, Outreach Service

	<ul style="list-style-type: none"> • TT Rockstars • Athletics Programme • In class targeted teacher support • LSA support within class teaching (small group or individual) • Structured Phonics programme • Collaborative (peer) and self-assessment • Learning style awareness - visual, auditory, kinaesthetic approach • Access to extra-curricular activities • Educational trips and residential trips • Whole school policies: Teaching & learning SEND Policy Behaviour Policy Attendance Policy • Half-termly Pupil Progress monitoring • Reporting to parents at Parents' Evenings every term • Written reports on all children for parents in July 	<ul style="list-style-type: none"> • Opportunities for over-learning e.g. Precision Teaching • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning: Toe by Toe, Hornet (reading and spelling programmes), AccelRead/Accel Write (reading and spelling programme), Power of 2 (maths coaching programme), Top Marks Education Resource, Nessy reading and Spelling, mutli-sensory games and activities e.g.pelmanism • Targets set for interventions and outcomes agreed with SENDCo • Targets routinely shared and discussed with child and sent home to parents • Additional use of visual and practical hands-on multi-sensory resources • Impact of intervention measured by teacher and SENDCo 	<ul style="list-style-type: none"> • Advice & support for the class teacher from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) • IEPs written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • One to one provision by SENDCo and LSAs for some pupils with High Needs; EHCP or challenging behaviours • Annual review for pupils with an Education Health and Care Plan
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Social, Emotional and Mental Health		<ul style="list-style-type: none"> • ELSA programme delivered by LSA to those highlighted by CT; 1-1 and small groups. 	<ul style="list-style-type: none"> • Educational Psychology Services assessment and advice.

	<ul style="list-style-type: none"> • Whole school behaviour Policy • Whole school reward systems: Behaviours and Values, VIP • Class reward: Hot chocolate Friday • Jigsaw PSHE programme with Calm Me Mindfulness. • • Celebration assembly 	<ul style="list-style-type: none"> • 1:1 CT/LSA support - Individual discussions to work through problems • Worry box • Prompt and reminder cards • Home/school diary • Social stories 	<ul style="list-style-type: none"> • Individual support packages with Pupil Support Services including anger management, social skills etc. • Outreach support and recommendations • Involvement of CAMHS and other mental health services.
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Staff are aware of individual children's needs/impairment/disability/ 	<ul style="list-style-type: none"> • Advice/recommendations from school nursing team/medical team 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational

	<p>medication or emergency treatment or procedures</p> <ul style="list-style-type: none"> • Flexible teaching arrangements <p>Sensory equipment such as textural resources, balance equipment, cushions.</p> <ul style="list-style-type: none"> • Wide range of apparatus and large outdoor equipment to encourage physical development. 	<ul style="list-style-type: none"> • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion, weighted neck wrap • Small group fine motor skills development: Dough Disco Additional handwriting Wet, Dry Try handwriting programme Solent OT Therapy Pack OT Activity cards 	<p>Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc.</p> <ul style="list-style-type: none"> • Use of personalised, specialist equipment • Adaptations to classroom/school environment as required
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