



## St. Mark's RC Primary School SEND Provision Map 2021 -2022 (Adaptations made re COVID restrictions)

Grade of Provision →	For all students (where appropriate) - universal provision (Grade 3)			Plus for some students - targeted provision (Grade 2)			Plus for a few - specialist provision (Grade 1)		
Broad Area of Need ↓									
<b>Communication and Interaction</b> Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, activities, delivery and outcome</li> <li>Increased visual aids / modelling</li> <li>Structured school day and class routines</li> <li>Prompting/ assistance with communication</li> <li>Parent Welcome meetings - Autumn Term as best we can -using TEAMS/Telephone</li> <li>Student Council Surgery COVID dependent</li> <li>High adult to child ratios</li> <li>Collective worship - assemblies, liturgies and masses (Zoom assemblies)</li> </ul>			<ul style="list-style-type: none"> <li>In class support from TA</li> <li>Areas with reduced distractions and low stimulus</li> <li>Visual timetables</li> <li>Additional support during break and lunch time when appropriate</li> <li>Individualised reward systems</li> <li>Socially speaking programme (Talk Boost)COVID dependent</li> <li>Speech and Language support in a small group setting COVID dependent</li> <li>Makaton (EYFS)</li> </ul>			<ul style="list-style-type: none"> <li>Person Centred Plans (IEP's)</li> <li>Social stories to help children learn how to approach and react to different social situations</li> <li>Advice from the city council Speech, Language and Communication Team</li> <li>Advice from the city council Autism Team -David McLeod our link</li> <li>PECs (EYFS)</li> <li>Specific 1:1 support where appropriate</li> <li>Use of ICT where appropriate</li> <li>Specialist teacher employed for 1:1 interventions - Rachel Cliefe - Dyslexia and EAL support</li> </ul>		

<p><b>Cognition and Learning</b>  Moderate Learning Difficulties (MLD)  Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> <li>• Increased visual aids/modelling</li> <li>• Focussed group work with T/TA - e.g. guided reading and writing</li> <li>• Individual reading with Teachers/TA COVID dependent</li> <li>• Grouping for English and Maths (KS2)</li> <li>• Use of writing frames, skeleton plans and checklists to support writing</li> <li>• Booster sessions</li> <li>• SATS workshops</li> <li>• Comprehensive transition programme</li> <li>• Safeguarding (including E-Safety)</li> <li>• Formative and summative assessment</li> <li>• Differentiated curriculum planning, activities, delivery and outcomes</li> </ul> <p>Resources to promote multi-sensory, practical and independent learning</p> <p>ONLINE CURRICULUM ADAPTATIONS</p>	<ul style="list-style-type: none"> <li>• Target group - support from T/TA in all Maths/English</li> <li>• Booster phonics groups - extra phonics sessions</li> <li>• Toe by Toe targeted reading programme</li> <li>• Power of Two targeted Numeracy programme</li> <li>• Additional time to process information and ideas</li> <li>• Additional individual reading</li> <li>• After school booster groups and homework club (Lunchtime)</li> <li>• Coloured transparencies/ overlays</li> </ul>	<ul style="list-style-type: none"> <li>• Person Centred Plans (IEP's)</li> <li>• Exam access arrangements such as extra time or having a reader</li> <li>• Advice from Special Educational Needs Teaching and Support Service (SENTASS)</li> <li>• Intervention programmes to improve literacy and numeracy skills e.g. Toe by Toe, Power of Two</li> <li>• Specifically targeted IT programmes to support learning e.g. Nessy Memory Master</li> <li>• Specialist teacher employed for 1:1 interventions</li> </ul>

<b>Social, Emotional and Mental Health</b> Mental Health Condition Social Difficulties Emotional Difficulties	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school mission statement/ rules</li> <li>• Whole school/ Class reward and sanctions systems</li> <li>• Guided parent meetings COVID dependent</li> <li>• School nurse/ health service COVID dependent</li> <li>• SEAL /RSHE curriculum activities and resources</li> <li>• Signposting to outside agencies</li> <li>• Risk assessments to ensure safety and inclusion of all pupils</li> <li>• High quality Relationships, Social, Health and Emotional (RSHE) curriculum</li> <li>• High quality Spiritual ,Moral, Social and Social Curriculum</li> <li>• Excellent pastoral care</li> </ul> <p>RECOVERY CURRICULUM IN PLACE</p>	<ul style="list-style-type: none"> <li>• Behaviour management plans</li> <li>• Individual reward system</li> <li>• 1:1 mentoring sessions</li> <li>• Small group sessions with a focus on developing appropriate social skills and emotional resilience e.g. social skills groups</li> <li>• PSA involvement</li> <li>• Lego Club COVID dependent</li> <li>• Weekly/ daily check-ins</li> <li>• Y6/Reception Buddies COVID dependent</li> <li>• Y5/Nursery Buddies COVID dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Person Centred Plans (IEP's)</li> <li>• Advice from school educational psychologist (EP)</li> <li>• Expert advice and support from outside agencies including the School Health Advisor and Children and Young People's Service (CYPS)</li> <li>• Home - school records/ Behaviour reports</li> <li>• Parent meetings</li> <li>• Tailored support for specific emotional needs e.g. bereavement</li> <li>• Specialist teacher employed for 1:1 interventions</li> </ul>

<p><b>Sensory and Physical</b>  Hearing/ Visual Impairment  Physical Disabilities  Multi-sensory Impairment  Medical Needs</p>	<ul style="list-style-type: none"> <li>• Support and practical aids to ensure pupils can access the curriculum and develop independent learning</li> <li>• Flexible teaching arrangements</li> <li>• School nurse/ health service COVID dependent</li> <li>• Designated first aid trained staff are available during all breaks, lunchtimes and trips</li> <li>• School and Nursery are accessible to all e.g. ramps, disabled toilet, shower facilities</li> <li>• Transition between age phases</li> <li>• 'Break-out /sensory room'</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention sessions to improve pupil skills e.g. gross and fine motor skills</li> <li>• Larger-font resources</li> <li>• Staff aware of implications of physical impairment</li> <li>• Access to ICT/ laptop use</li> <li>• Writing slopes</li> <li>• Pencil grips /Chunky pens and pencils</li> <li>• New 'Break-out /sensory room' built</li> </ul>	<ul style="list-style-type: none"> <li>• Person Centred Plans (IEP's)</li> <li>• Advice and support from the Newcastle Children's Vision Team, Hearing Impairment Team and Occupational Therapy Service</li> <li>• Exam access arrangements</li> <li>• Test paper modification</li> <li>• Personal and intimate care available if and when needed</li> </ul>

Updated re COVID RESTRICTIONS