



St. Mark's RC Primary School SEND Provision Map 2019-2020

Grade of Provision  Broad Area of Need 	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)
Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids / modelling • Structured school day and class routines • Prompting/ assistance with communication • Parent Welcome meetings - Autumn Term • Student Council Surgery • High adult to child ratios • Collective worship - assemblies, liturgies and masses 	<ul style="list-style-type: none"> • In class support from TA • Areas with reduced distractions and low stimulus • Visual timetables • Additional support during break and lunch time when appropriate • Individualised reward systems • Socially speaking programme (Talk Boost) • Speech and Language support in a small group setting • Makaton (EYFS) 	<ul style="list-style-type: none"> • Person Centred Plans (IEP's) • Social stories to help children learn how to approach and react to different social situations • Advice from the city council Speech, Language and Communication Team • Advice from the city council Autism Team • PECs (EYFS) • Specific 1:1 support where appropriate • Use of ICT where appropriate • Specialist teacher employed for 1:1 interventions -

<p>Cognition and Learning Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> • Increased visual aids/modelling • Focussed group work with T/TA - e.g. guided reading and writing • Individual reading with Teachers/TA • Grouping for English and Maths (KS2) • Use of writing frames, skeleton plans and checklists to support writing • Booster sessions • SATS workshops • Comprehensive transition programme • Safeguarding (including E-Safety) • Formative and summative assessment • Differentiated curriculum planning, activities, delivery and outcomes <p>Resources to promote multi-sensory, practical and independent learning</p>	<ul style="list-style-type: none"> • Target group - support from T/TA in all Maths/English • Booster phonics groups - extra phonics sessions • Toe by Toe targeted reading programme • Power of Two targeted Numeracy programme • Additional time to process information and ideas • Additional individual reading • After school booster groups and homework club (Lunchtime) • Coloured transparencies/ overlays 	<ul style="list-style-type: none"> • Person Centred Plans (IEP's) • Exam access arrangements such as extra time or having a reader • Advice from Special Educational Needs Teaching and Support Service (SENTASS) • Intervention programmes to improve literacy and numeracy skills e.g. Toe by Toe, Power of Two • Specifically targeted IT programmes to support learning e.g. Nessy Memory Master • Specialist teacher employed for 1:1 interventions
<p>Social, Emotional and Mental Health Mental Health Condition Social Difficulties Emotional Difficulties</p>	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school mission statement/ rules • Whole school/ Class reward and sanctions systems • Guided parent meetings • School nurse/ health service • SEAL curriculum activities and resources • Signposting to outside agencies • Risk assessments to ensure safety and inclusion of all pupils • High quality Personal, Social, Health and Emotional (PSHE) curriculum • High quality Spiritual ,Moral, Social and Social Curriculum • Excellent pastoral care 	<ul style="list-style-type: none"> • Behaviour management plans • Individual reward system • 1:1 mentoring sessions • Small group sessions with a focus on developing appropriate social skills and emotional resilience e.g. social skills groups • PSA involvement • Lego Club • Weekly/ daily check-ins • Y6/Reception Buddies • Y5/Nursery Buddies 	<ul style="list-style-type: none"> • Person Centred Plans (IEP's) • Advice from school educational psychologist (EP) • Expert advice and support from outside agencies including the School Health Advisor and Children and Young People's Service (CYPS) • Home - school records/ Behaviour reports • Parent meetings • Tailored support for specific emotional needs e.g. bereavement • Specialist teacher employed for 1:1 interventions

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

