**SEN (SPECIAL EDUCATIONAL NEEDS) – WHOLE SCHOOL PROVISION MAP**

The information below outlines the practice and range of support offered across the King David High School in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflects this and may change accordingly.

**UNIVERSAL APPROACH**
Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice:

**SEN SUPPORT**
If your child requires support in addition to the Universal Approach they may receive the support listed below:

**COGNITION AND LEARNING**

Universal Approach
High expectations of children and appropriate challenge for all
Clear learning objectives and differentiated outcomes, clear instructions
Clear feedback and next steps in their learning – children involved in the process and given time to respond
Behaviour for Learning at the heart of lessons/school ethos
Access to ICT to help reduce barriers to learning
Use of Writing frames
Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
Multisensory learning approach (visual, auditory and kinaesthetic learning)
Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place
Personalised and differentiated teaching, including questioning
Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress.
Differentiated curriculum planning, activities, delivery and outcome
TA in class support
Structured school and class routines

SEN support
Visual timetables
1:1 and /or small groups teaching supported by teacher and LSA
Word building and high frequency word recognition support  delivered by Teacher and Teaching Assistants
Writing intervention—English intervention groups
Maths Catch Up Groups/intervention—Maths Club
Additional Maths Support (1:1, or small group in class delivered by teacher and teacher assistant)
In class support from TA across the curriculum identified yearly
Spelling practice groups
Additional individual reading
Interactive learning

**COMMUNICATION AND INTERACTION**

Universal Approach
Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
Increased visual aids / modelling etc
Structured school and class routines

SEN support
In class support
Speech and Language support;  TA delivering speech therapist devised support programme if needed
Input from Autism Outreach
3 O’clock Club
Social Stories

**SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

Universal Approach
Whole school positive behaviour policy
Iris Reward System/ certificates

7 R’s—Respectful, Responsible, Resilient, Reasonable. Resourceful, Ready and Happy to learn, Role Models—Rewards Given

Assemblies: Presentation Achievement
Wellbeing—PSHE
Wellbeing Garden Project
Safe Space
Counselling and CBT
Buddy system

SEN support
Social Skills group and Circle Time
Individual reward system
Home – school record (daily)
Nurture intervention
Individual counselling
Time out cards
Year 6 transition support

**SENSORY AND/OR PHYSICAL NEEDS**Universal Approach
Flexible teaching arrangements
Staff aware of implications of physical impairment

SEN support
Fine  and Gross Motor Skills  support
Additional handwriting practice
Use of IT- alternative ways of recording work
Writing slopes available
Pencil grips available
Individual support in class during PE and lunch time
Reasonable adjustments to environment to support access
Toilet passes
Lunch passes