**Redfield Edge SEND Provision Map**

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| **Area of Need** | **All pupils** | **Additional support** | **SEN Support** | **EHCP** |
| **Communication and Interaction** | Visual timetableStructured routinesBuddies from another classUse of clear languageModelled expectations | Lego therapy interventionSocial skills groupsIncreased visual aids | Speech and Language Therapy – 1:1 with TA, following plans from therapist.Support from ASD specialists.Bespoke social stories.Bear cards intervention.Attention autism intervention.Circle of friends intervention. | Regular speech and language therapy with a therapist1:1 support to develop friendships, facilitate inclusion, adapt language.Use of PECS/other visual communication systems |
| **Cognition and Learning** | Differentiated learning opportunitiesUse of manipulatives and visuals to support conceptual understandingIn class support from teacher/teaching assistantWriting frames and scaffoldsModelled examples | Access to Clicker to record writingAdditional 1:1 reading with teacher/TA/Reading assistantAdditional 1:1 Maths with Maths assistantPrecision teaching for core skills e.g phonics, spellings, number facts | Beat Dyslexia interventionSupport from an Educational Psychologist.Additional readingAdditional Maths (number sense/ times tables)Precision teachingIndividual task planner | 1:1 support for some learning.Bespoke curriculum.Access to assistive technology.Pre-teaching and consolidation sessions.Individual work station.Support from Educational Psychologist. |
| **Social, Emotional and Mental Health** | Zones of regulation approach and daily check inCalm corner in classroomWhole school behaviour systemJigsaw PSHE curriculum | Time to talkELSAArt therapySandtray therapyZones of regulation interventionCBT strategies | Support from external mental health servicesRegular check-ins with key adultIndividual work station | 1:1 support to regulate and manage emotions.Bespoke emotional intervention in school/ through external providers |
| **Sensory and Physical** | Movement breaksDevelop Fundamental Movement Skills in PEAccess to a range of play equipment | Handwriting intervention Handwriting gripsFine motor skills interventionSMART moves interventionModified resources e.g large printAccess to sensory aids e.g. fidget toys, therabands, wobble cushion | Access to sensory room as part of a planned sensory dietAdapted equipmentSupport from the Occupational Therapist.Support from ASD specialists. | 1:1/ 2:1 support to manage toileting needs.Access to sensory room as part of a planned sensory dietAdapted equipmentSupport from external agencies. |

Please note that these are examples of the types of provision that is usually available at each level of SEND. Not all provision within a band will be appropriate for all children. There may be instances where a pupil is accessing support outside of their level and there can be some overlap. If you have any questions, please contact the school SENCo who can provide more information.