**Redfield Edge SEND Provision Map**

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| **Area of Need** | **All pupils** | **Additional support** | **SEN Support** | **EHCP** |
| **Communication and Interaction** | Visual timetable  Structured routines  Buddies from another class  Use of clear language  Modelled expectations | Lego therapy intervention  Social skills groups  Increased 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 therapist  1:1 support to develop friendships, facilitate inclusion, adapt language.  Use of PECS/other visual communication systems |
| **Cognition and Learning** | Differentiated learning opportunities  Use of manipulatives and visuals to support conceptual understanding  In class support from teacher/teaching assistant  Writing frames and scaffolds  Modelled examples | Access to Clicker to record writing  Additional 1:1 reading with teacher/TA/Reading assistant  Additional 1:1 Maths with Maths assistant  Precision teaching for core skills e.g phonics, spellings, number facts | Beat Dyslexia intervention  Support from an Educational Psychologist.  Additional reading  Additional Maths (number sense/ times tables)  Precision teaching  Individual 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 in  Calm corner in classroom  Whole school behaviour system  Jigsaw PSHE curriculum | Time to talk  ELSA  Art therapy  Sandtray therapy  Zones of regulation intervention  CBT strategies | Support from external mental health services  Regular check-ins with key adult  Individual work station | 1:1 support to regulate and manage emotions.  Bespoke emotional intervention in school/ through external providers |
| **Sensory and Physical** | Movement breaks  Develop Fundamental Movement Skills in PE  Access to a range of play equipment | Handwriting intervention Handwriting grips  Fine motor skills intervention  SMART moves intervention  Modified resources e.g large print  Access to sensory aids e.g. fidget toys, therabands, wobble cushion | Access to sensory room as part of a planned sensory diet  Adapted equipment  Support 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 diet  Adapted equipment  Support 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.