

Provision Menu September 2023- July 2024

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
	Wave 1: Universal entitlement/ High Quality teaching			Autumn	
		Wave 2: Specific, additional and time-limited interventions Wave 3: Targeted provision/ Highly tailored interventions		Spring Summer	
Cognition and Learning	<ul style="list-style-type: none"> Differentiated curriculum planning through outcomes and activities SEN teacher toolkit guides Working walls/ modelling In class support from TAs Small guided group & pair work Clear & explicit objectives 	<p>Dyslexia friendly tools:</p> <ul style="list-style-type: none"> Use of alternative methods of recording as required, including technological devices such as laptops & voice memo coloured IWB screens appropriate font & sizing reading windows writing frames Talking tins Visual aids Word mats Task planners <p>Dyscalculia friendly tools/ use of concrete materials:</p> <ul style="list-style-type: none"> Denes Blocks number lines multiplication grids 	<ul style="list-style-type: none"> PiXL therapies (Maths/ writing/spelling) Precision teaching 1:1 phonics HFW spelling programme Spelling shed TT Rockstars Speed up! Handwriting booster groups Read, Write Inc groups Support target practise work Pre-teach sessions of core skills Booster groups in all year groups- Literacy/ Maths Early reading awareness activities 1:1 reading Small group adapted Reading stars Working memory small group activities 	<ul style="list-style-type: none"> Individual support plan targets 7Cs Salford Reading assessment Use of NAPs tracker PiXL assessments HFW screener Reading speed assessment Books Pupil voice Observations SENCo assessments (e.g. DST-J/ Sandwell) INDES 	<ul style="list-style-type: none"> School2School Educational Psychologists Advisory Learning Support teacher Learning & Cognition SRB outreach/ placement Dyslexia Outreach



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Communication and interaction	<ul style="list-style-type: none"> Using appropriate levels of language – simplifying when needed. Use of paraphrasing and reframing by adults and pupils Discussion, role play and modelling prior to writing. Regular check-ins Opportunities to talk/ verbalise thinking SEN teacher toolkit guides Focus on key vocabulary for topic 	<ul style="list-style-type: none"> Use of voice recording devices such as talking tins, voice memo One page profile and targets Use of laptops/tablets Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next Visual & kinaesthetic cues Word mats/ talking mats/flashcards/ key vocabulary prompts Clear timetabling including use of visual timetable Speech sound checkers 	<ul style="list-style-type: none"> Social stories & comic strip conversations Individual programme based on targets set by Speech and Language therapists ELKLAN small groups Colourful semantics Pre teaching of key vocabulary One page profile and targets WellComm 	<ul style="list-style-type: none"> Individual support plan targets 7Cs Language screener Talk boost assessments PiXL assessments Blanks half termly screener Pupil voice Observations SENDCo assessments (e.g. BPVS) INDES 	<ul style="list-style-type: none"> School 2 school 1:1 Speech and language therapy Speech, Language & communication SRB outreach/ placement ASD Team Educational Psychologists Advisory Learning Support teacher



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Social, Emotional and Mental Health	<ul style="list-style-type: none"> Reminders of School weekly values House points Class learning forum Class collective worship Restorative approaches Growth mind-set classroom approach Meet and greet at the beginning/ end of each day Soft start SEN teacher toolkit guides 	<ul style="list-style-type: none"> Behaviour rewards & Individual reward systems Tokens Emotional thermometers Non-verbal signals e.g. coloured cards Worry box/monster Calming tools such as breathing cues and stress balls 	<ul style="list-style-type: none"> Individual meet and greet and handover with parents / guardians Additional transition work e.g. moving on Social stories and comic strip conversations Pupil specific risk assessments Individual support plan targets Gardening/ forest schools/ nurture small groups Quiet spaces at break/lunch times Check ins with identified key staff Mindfulness & brain calmer activities Zones of regulation 	<ul style="list-style-type: none"> INDES Individual support plan targets 7Cs Strengths & difficulties Questionnaire Me and my feelings tracker Boxall Feelings and wishes Pupil voice Observations 	<ul style="list-style-type: none"> Benjamin Foundation School 2 School Point 1 CAMHs Nelson's Journey Young Carers ASD Team



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Physical and Sensory	<ul style="list-style-type: none"> Up to date medical awareness and training for children with short and long term health conditions. Reduction of contrast on whiteboards to support pupils with visual stress. Staff awareness of hearing and visual impairments Seating arrangements SEN teacher toolkit guide/ Sensory diet reference sheet 	<ul style="list-style-type: none"> Access to specialist equipment such as: <ul style="list-style-type: none"> - writing slopes, - pencil grips, - coloured overlays, - fidget toys, - wobble cushions - Thera putty - resistance bands - Adapted P.E equipment Use of laptop/ touch typing programme from Access Through Technology 	<ul style="list-style-type: none"> Individual care plans Handwriting programme for individuals. Sensory circuits Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities 1:1 Hearing/ Visual sensory support sessions Individual support plan targets Sensory Audit 	<ul style="list-style-type: none"> Individual support plan targets 7Cs INDES Pupil voice Observations Occupational Therapy Pre-referral screener 	<ul style="list-style-type: none"> Advice and input from Sensory support ASD Team Support from the school nursing team Occupational Therapy/ Physiotherapist Healthcare professionals e.g. Epilepsy, Diabetes