

Fourlanesend C P School Provision Map of SEND – Graduated Response

| Area of need | Wave 1 Inclusive quality first teaching for all | Wave 2 Additional small group support | Wave 3 Additional personalised support and specialised provision |
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| Cognition and Learning | Differentiated curriculum planning In class TA support or targeted teacher support Structured school and classroom routines well established and positively reinforced Whole school, structured, positive behaviour management system with clear use of choices and consequences Playground monitoring system High profile school council Weekly Jigsaw time valued Visual timetables clearly visible and used daily | Targeted in class support with TA/teacher as facilitator for group Pre-teach Specific focus on English / Maths or Foundation subject skill Modified instructions and/or adult reinforcement/check Specific group intervention eg comprehension, spelling Specific intervention programme eg Nessy Phonological Awareness Use of additional ICT | 1;1 Support Adapted English/Maths/Foundation planning Precision Teach Structured individual/small group support in Maths and English eg phonics, number sense Individual arrangements in SATs and other assessments Specific use of ICT eg Nessy Additional planning and arrangements for transition Use of coloured overlays in reading Referral and advice from EP, S & L and C & L services |
| Communication and Interaction | Flexible use of support staff ICT used across the curriculum Themed weeks focusing on foundation subjects Lunchtime and after school clubs ABC questioning Ongoing assessment Active and engaging lessons | Targeted in class support with focus on speech and language Speech and language intervention Social skills group Specific language enrichment Pre-teach vocabulary Use of additional ICT Working memory support | 1:1 support Curriculum modification Alternative means of communication Speech therapy delivered by S & L and TA Individual arrangements in SATs and other assessments Additional planning and arrangements for transition Individual laptop/iPad |
| Social, Mental and Emotional Health | Use of rewards eg stickers, certificates, golden time house points, Celebration Assembly High quality, child-centred displays An accessible and inspiring classroom Use of modified language | Small group intervention eg anger management, bereavement Small group support to address a specific issue Focused playground monitoring Lunchtime support Home/School communication book | 1:1 support Referral and advice from EP/Behaviour support/CAMHS/Counselling Additional arrangements for transition Regular conversations with parents/carers Additional adult 'listening time' |
| Sensory and/or Physical Needs | Calm tone of voice Talk partners Coloured paper Catch up in Maths and English | Funfit Fine motor skills Handwriting/keyboard skills Visual/auditory perception activities Staff and peer awareness of physical disabilities and how they can support individuals | 1:1 support Individual physio and modified equipment Support/adaptations for physical activities Additional arrangements for transition Referral/advice from OT, EP, Physio Monitored use of medication |