Jubilee Federation Core SEN Provision Map 2017 - 2018

There are four areas of need:
   1) **Communication & Interaction**; **2) Cognition &Learning**; **3) Social, Mental & Emotional Health**; **4) Physical & Sensory**.
This Provision map is used alongside the Devon Graduated Response to SEND support.

There are three levels of provision for each area of need:

Universal provision - Pupils operate broadly within the expected range of abilities for their age but their progress/development may occur at are somewhat slower pace than that of other pupils. The pupils remain part of the mainstream teaching timetable for all activities. Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure its appropriate to pupils' needs

Targeted provision – Pupil progress with learning and development is at a very slow rate and additional support is needed to achieve this. Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers. Evidence based Interventions (whether group or individual) have been identified and put in place on the basis of the identified need. Evidence of impact of the intervention is recorded, to inform decisions about whether that intervention remains appropriate.

Specialist provision - Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Provision required to meet the pupil's needs cannot reasonably be provided from within the delegated resources normally available to mainstream schools. Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention.

SEND Provision for Communication & Interaction
Three strands: Social Communication; Language; Speech.

Pupil Needs	Intervention	Resources	Cost	Impact / Success Criteria
Universal **Social Communication** • Knowing how to talk and listen to others in a conversation • Making and maintaining friendships • Reduce anxiety in busy,	• Whole school/class THRIVE activities and games. • Preparation for change of activity or lesson. • Visual prompting and cues – timetable, instructions, demarcating areas. • Systematic organisation of independent learning tasks	• Visual timetables, schedules & prompts • First / next board • Simple Social Stories • Role-play scenarios • Buddy system • Circle time activities • Monitoring cards, e.g.	£	• Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day

unpredictable environments • Coping in new or unfamiliar situations • Managing over/under sensitivity to touch, light, taste, sound, smell or colour	and activities • Emotional literacy lessons in class and circle time • Clear rewards and sanctions – including motivators • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Whole school awareness and training	traffic lights or rating scale • Time-out system • Visual prompt cards, e.g. take turns, stay on topic • Emotions cards and activities • Feely fans		• Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour • Great resilience and confidence in their learning behaviour.
Targeted **Social Communication** • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Attention focused on own needs and interests • Extreme reactions, rather than a graded response	• Regular individual/small group THRIVE activities • Playground Buddies • Art Therapy • Circle of friends	• School Provision Map • TA/Mentor time • Personalised learning station • Exit strategy / card • Social stories • Personalised visual time tables • THRIVE assessment	£	• Pupil can calmly and independently move around the school at key changeover times • Increased social inclusion • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Improved friendships • Greater participation at playtime with less adult intervention
Specialised **Social Communication** • Unable to cope with close proximity to other	• Individual THRIVE Programme including a home action plan. • Paired or 1:1 curriculum tasks	TA support • Specialist team involvement, e.g. CIT • Alternative teaching	£	• Able to access the mainstream curriculum with support • Improved behaviour • Reduced frustration

• Physical outbursts if stressed, e.g. another pupil gets too close, toy taken away • Echolalia (repeating things), rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, eating	with TA support, differentiated by the teacher • Individual work station • Individualised programme, including specific interventions supported by the SENCo and perhaps outside professionals for example school nursing team. • Individual visual timetable and support to use it • Social Stories • Visual approaches personalised to pupil • Specific interest clubs	space • Training for staff in social communication difficulties • THRIVE Assessment • MyPlan		• Reduced anxieties
Universal Language • Attaining age appropriate language skills including expressive and comprehension. • Following /processing instructions • Increase attention span • Comprehension and /or decoding affected in Literacy	• Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding • Model correct sentences • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary • Guided reading for decoding and comprehension, especially inference • Circle time listening games.	• Communicate in Print vocabulary cards • Stimulating, language rich learning environment. • Talk/sound buttons • Word maths/ Vocabulary table mats.	£	• More contributions to class and group discussions • Expanded oral & written sentences • Increased confidence • Improved listening & attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of the lesson • Enhanced reading comprehension
Targeted Language • Considerable difficulties	• Vocabulary teaching with phonological & semantic cues • Use of information carrying	• School Provision Map • Language Link • Resources for word and	£	• Correct usage of grammar, e.g. plurals & tenses • Shift from spoken phrases to

with receptive and / or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions	words when giving instructions • Targeted comprehension • Concept development programme	sentence development, e.g. Speechlink • Communication in Print. • Auditory Memory Skills LDA • Speaking Listening and Understanding Games for young children.		sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding &/or inference • Ability to follow longer instructions • Improved words and sentences in writing
Specialised Language • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating an oral sentence • Severe difficulty understanding words, sentences and instructions • Very early levels of literacy	• Individualised Language Link or Speech And Language Therapy programme • Use of Makaton signing by staff • Individual vocabulary wordbook	• MyPlan • SALT programme & advice • Makaton training for adult • Communicate in Print for curriculum differentiation • Communicate in Print for curriculum differentiation • Individualised Language Link programme	£	• Personal needs met • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access
Universal Speech • Age appropriate speech clarity. • Age appropriate decoding in literacy	• Correct modelling of speech by all staff • Attention & listening activities • Oral blending and segmentation linked to reading & spelling and phonics.	• Speechlink screening • Speechlink games • Good listening prompts • Letters & sounds phase one • Making & breaking word activities • Phonics Play		• Correct pronunciation of sounds in some situations • Segmentation of oral words
Targeted Speech • Speech is often difficult to understand	• Targeted Speech group, working on specific sounds • Specific phonemic awareness programme linked to letters • Segmentation activities linked	• School Provision Map • Speech activities based on assessment • Phonological awareness linked to	£	• Improved production of speech sounds • These still need to be applied throughout the day • Some segmentation of

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
• Speech difficulties are impeding literacy development	to topic and functional vocabulary	speech production • Phonics programme with strong phonological awareness component.		vocabulary – syllables, rhyme, phonemes
Specialised Speech • Speech is incomprehensible to an unknown adult or peer • Significant impact on literacy	• Speech cueing system, if advised by SALT, e.g. cued articulation • Total communication including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by SALT or Language Link • Consistent support from teacher and TA to apply speech sounds throughout the day	• MyPlan • Advice from SALT • Cued articulation cards • Adult support for speech application throughout the day • Specialist advice from ICT Advisory teacher	£	• Improved but perhaps not perfect articulation of speech sounds at word, sentence or conversation level

SEN Provision for Cognition & Learning

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
Universal Cognition & Learning • Age appropriate attainment and progress	• Pupil's name and eye contact established before giving instructions • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and/or difficult vocabulary • Pre-teach vocabulary • Check for understanding	• Flexible grouping • Sound board, sound buttons • Laptop/iPad • ICT resources e.g. Clicker 6, Textease, Texthelp, Wordbar • Vocabulary cards • Writing frames • Visual prompts • Modified resources • Alternatives to copy		• Increased/equal access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Able to predict / recount content of lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self

	• Consistent use of positive language • Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Visually supportive learning environments e.g. working walls, word mats • Supported social and emotional development • Positive Marking • Opportunity to access and record information in a variety of ways including IT • Use of coloured IWB backgrounds, gels etc. • Paired reading • Structured phonic programmes • Consistent implementation of rewards and sanctions • Multi-sensory approach to learning (VAK)	writing e.g. photocopies • Individual whiteboards for drafting • Cloze passage • Writing Frames • Letters & Sounds • Circle time • Buddy systems / study buddies • Clear rewards and sanction systems • Coloured resources e.g. paper, overlay, fonts • Reading rulers • Number lines • Maths equipment • Brain Training • Stimulating learning environment • Music to aid concentration and focus • Reward systems		esteem • Reduction in anxiety • Improved listening & attention
Pupil Needs	**Intervention**	**Resources**	**Cost**	**Impact/ Success criteria**
Targeted Cognition & Learning	• Targeted / guided sessions –	• School Provision Map		• Increased capacity for

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
• Increasing phonological and short term memory difficulties • Widening gap in attainment and progress • Increasingly low self-esteem • Episodes of frustration and / or aggressive behaviours • Episodes of dis-engagement • Difficulty in forming concepts, especially when information • Requires first hand sensory experiences	Literacy and Numeracy • Reinforcement and practice input • Use of a range of reinforcement programmes • Multi-sensory practice groups for reading and spelling • Structured phonic programmes based on multi-sensory approach • Pre-teaching key concepts • Planned opportunities for group pre-teaching key elements (literacy and numeracy) • Group literacy intervention programmes • Developing touch typing • Study skills • · Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT • · Additional time for key curriculum areas • · Develop a range of working memory strategies	• Increasing range of specialist IT equipment e.g. keyboarding skills, • Counting to Calculate • MyTy Maths • Reading Support • Use of specialist programmes to make resources e.g. Communicate in Print • Boxes Font • ICT resources to support reading and writing e.g. Read Write Gold, mind mapping • Beat Dyslexia • Phonics support		independent learning • Improved self-esteem • Developing "I can" attitude • Decrease in number of frustrated and or aggressive behaviours • Improved engagement in learning • Desire to learn • Developing bank of secure concepts • Clear approach/ strategies of what to do when unsure or unclear about learning • Narrowing gap in attainment between peers • Improved short term memory
Pupil Needs	**Intervention**	**Resources**	**Cost**	**Impact/ Success criteria**
Specialised **Cognition & Learning** • Significant difficulty in retaining learning, or significant difficulty in applying learning. • · Regular episodes of frustration and evidence	• Some planned 1:1 support • Personalised learning programmes based on multi-sensory principles with frequent over-learning • Precision Teaching for literacy and numeracy • A range of targeted	• MYPlan • Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers • Reading Recovery, Every Child A Reader (ECAR)		• Able to access mainstream curriculum with clear differentiation and appropriate provision • More able to retain information that has been regularly over-learnt • Able to apply learning in familiar

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
of damage to self-esteem caused by these difficulties • · Disengagement from learning, non-attendance and/or behavioural difficulties	interventions • Additional planning and arrangements for transition including baseline assessments • Access arrangements for tests and exams • Individual mentoring and/or counselling	• Accelere-read • Accelere-Write • Counting to Calculate		context with some support • Less frequent episodes of frustration • Improved feeling of self-worth • Increase in engagement levels and motivation • Increase in independency • Increase in attendance in school

SEND Provision for Social, Mental & Emotional Health

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
Universal Social, Mental & Emotional Health • Maintaining healthy relationships with peers and staff • Displaying positive learning behaviour	• Clear whole school behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of rules – visual prompts to support if needed • Class and school mediation strategies • Social seating and proximity to teacher • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines	• Visual prompts for positive behaviours • Reward chart/system • Whole school development with positive intervention strategies • Time out/quiet areas • SEAL • Thrive whole class screening • Relax Kids		• Increased levels of independence • Improved concentration • Improved social interaction • Greater interest in learning and improved engagement • Able to work collaboratively and improved group learning • Accelerated progress and good levels of attainment • Happy and healthy learning ethos.

| | Calming strategies
• Clear communication with parent/carer | | | |

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
Targeted **Social, Mental &** **Emotional Health** • Increasing disturbances during lessons • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Uncooperative or defiant • Increasing inability to follow instructions and routines • Presenting as significantly unhappy or stressed	• Small, carefully thought-out group settings or one-to-one working • Use of learning mentors (or key workers or equivalent) • Careful monitoring and targeting • Individual education plans (• Enhanced personal social and health education programmes • Programmes for managing and controlling behaviour • Anger-management programmes • Counselling and peer support	• School Provision Map • Thrive individual assessments and action plans • SEAL small group work • Individual Behaviour Plan with SMART targets • Behaviour Care Plan for children who may need physical intervention • Pastoral Support Plan for children who are at risk of disaffection and exclusion • Pupil coaching /mentoring • Personalised curriculum and structured activities • Forest and beach schools		• Feeling safe in school • Drop in anxiety levels • Staff stress levels decrease and greater confidence in managing challenging behaviour • Clear emergency procedures and care plans shared with staff, parents and child • Improved friendships and relationships • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Able to resolve conflict peacefully

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
Specialised **Social, Mental &** **Emotional Health** • Non-attendance • Frequent episodes of aggression towards peers and adults	• Personalised curriculum and possibly timetable • Care plan regularly reviewed with pupil and parent • Identified key adult(s) • Regularly reviewed behaviour targets and/or Thrive action plan	• Access to 1:1 mentoring time • Nurture Group or small group intervention Thrive work • Interventions such as art/play therapeutic approaches		• Decrease in incidents from records • Beginning to feel safe • Beginning to feel special and have needs met • Beginning to trust adults • Beginning to participate and contribute to a small group and

	• Emphasis on social emotional learning • Regular involvement of external agencies to support and monitor progress	• Counselling • Forest schools and outdoor learning		signs of some pro social behaviours • Better understanding of child's needs

SEND Provision for Physical & Sensory

Pupil Needs	Intervention	Resources	Cost	Impact/ Success criteria
Universal **Physical & Sensory** • Listening • Missing spoken information • Retaining information • Phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Reduced visual impairment • Age appropriate fine and gross motor control	• Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Access to lip reading/ subtitles on audio visual material • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support • Developing note taking skills • Allow thinking time • Summarise key points at start and end of lesson • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Pre-writing activities / warm up	• Visual aids and prompts • Subject vocabulary dictionary • Development of visual learning environments • Use of carpets and curtains to support acoustics • Vocabulary cards and cues • Disability awareness training • Clean whiteboards and good quality pens • Sloping boards • Environmental audit • Use of blinds/curtains to block sun • 'Leap into Life' • Range of pencils and grips • Access to IT programmes and support tools • Processing and keyboard training		• Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information

	• Letter formation and fine motor skills activities • Grip development • Pre-prepared work with date/LO etc. • Electronic copies of work			
Targeted **Physical & Sensory** • Difficulty listening at a distance of more than 2 metres from the speaker • Moderate visual impairment • Coordination difficulties	• Mentor support • TA to support revision of key skills and concepts • Use of note taker (TA) – using IT, mind maps etc. • Training – technical support • Modified resources (e.g. large print) • Training and intervention from staff • ICT training to increase independent access • Laptop/board connection via team viewer • Social/life skills development • PE lesson differentiation	• School Provision Map • Variable TA/mentor time • Curriculum reflects disability awareness • Teacher of the Deaf support • Large print books • Electronic books • Low vision aids • Exam modifications • Personal laptop/ iPad • Differentiated equipment across subjects • VI/HI team support • Fun Fit intervention • Equipment to aid skills		• Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development
Specialised **Physical & Sensory** • Severe/profound hearing loss • Unable to listen, process information efficiently and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment • Physical developmental delay	• Small group work; • Variable TA support • Review of semantics and syntax of curriculum texts • Live speaker / translator • Copies of scripts and subtitles • Mentor supporting social inclusion • Specialist training • Specialist teaching sessions • Adaptation of all materials • Personal/revised timetable	• Teacher of the Deaf time • Specialist advice and support . OT • Disability awareness • Access to NDCS events • TA support to review language and notes • Individual or small group sessions • VI/HI team time		• Improving language and literacy skills • Increased confidence approaching new situations • Able to access curriculum • Improved phonological awareness - increasing vocabulary