



Giles Junior School

SEND need identified

Provision Map

Area(s) of need identified.

Learning Need

SEMH

Communication and Interaction

Physical and Sensory

Ordinarily available provision/Reasonable Adjustments in class

Simplified Instructions
Word mat/phonics mat
mins and return
Key Ring with visual reminders -words/maths examples
Inclusive classroom -eg pastel colour background on slides

Wobble cushion
Theraband
Weighted blanket etc
Ear defenders
Seating in classroom
Check ins
Visual timetable

Chunking learning
Simplifying instructions
Visuals resources

Seating in class
Adjustable tables
Ergonomic pens/pencils
Rest breaks in PE
Sensory boxes/items
Chew pendants
Ear defenders

Assess Plan Do Review process starts
Termly SEN Review
PenPortrait

Scaffolded sentences
Colour coded sentences
Scribing
Transcribing
Targeted support and checkins -leave for 5

Own work station
Portable carrel
Movement sensory/breaks
Den pass

Modelling speech
Colourcoded sentences
Visuals to communicate eg
Widget

Photocopying onto pastel colours
Increased font size

Intervention /Group Support /Targeted group or 1:1 support

Small group support
Targeted group support - maths /guided reading
Phonics group
Interventions eg Magic Spells/Steps to spelling/
Reading Support
Reading Revival
Rapid Readers

Pastoral Support
Den intervention/
Family Support
Worker Drawing and Talking
Protective Behaviours
Social Skills
1:1 bespoke support
Check-Ins
Zones of Regulation
PE Intervention

Speech and Language follow up sessions
Social Skills sessions
Pastoral Check- In sessions
Interventions- for social communication/see SEMH box -overlap of need

Sensory circuits
Physiotherapy exercises
1:1 Moving and handling needs
Yoga
Hand exercises
Fine Motor Skills programmes-
Write from the start

Reduced size Class -Scotland Y3/4 New Zealand Y5/6

Access for targeted learning/Social Skills support / bespoke support/targeted sessions/agreed time out of main class

External Professional Support

SENDSAS SpLD
Outreach
Woolgrove/Greenside Outreach
Educational Psychology

External services into bought into -Safe Space
Counselling
Step 2
CAMHs
Tier 2 support -outreach
Tier3support:
-Larwood
Outreach/Inreach
Tier 4 Willow Centre

SENDSAS
Communication and Autism
Speech and Language Therapy
EP

SENDSAS -PNI Team
OT
Physiotherapy/Moving and Handling
-Advice leading to provision of adapted chairs/HES equipment
Adapted chairs
hygiene room
EP

Through APDR SEN Reviews -assess impact of external advice

Assess that advice and School SEN Support is effective -continue with this and APDR Cycle

Assess that Support needed is above and beyond school support -request an EHC Needs assessment -to lead to possible EHCP

EHCP - Create EHCP Provision Map/Goal Based outcomes as appropriate -provision put in place in class with interventions/adjustments/external support sessions

Reduced size class - Scotland Y3/4 New Zealand Y5/6 -1:3 staff ratio -Keystaff -Children based in reduced class with access to main class for sessions as appropriate depending on need
Own work station and resources, personalised plans within a group environment, targeted learning, life skills, social skills and scenarios, zones of regulation, emotional literacy, developing resilience tolerance ,awareness ,empathy and leadership

Support with transition to mainstream secondary school -integrate back into main class where possible

Support parents with requesting appropriate specialist provision and carrying out this process to secure provision moving forward

