



Minerva Primary School and Nursery

SEN Provision Map September 2022

	WAVE 1 Quality First Teaching Provision for All Managed by Class Teacher	WAVE 2 Intervention to support pupils underachieving or under performing Managed by Class Teacher & SENDCo In addition to Wave 1	WAVE 3 Intervention for pupils with Special Educational Needs Managed by Class Teacher & SENDCo In addition to Wave 1 and 2
C o g n i t i o n & L e a r n i n g	<ul style="list-style-type: none"> ● Quality First differentiated planning and teaching ● Talk for Writing literacy sessions ● Daily Read, Write, Inc. Phonics (KS1) ● Guided Reading/Spelling (KS2) ● Daily class based small guided group led sessions - Numeracy ● Class based small group guided writing support sessions ● A range of teaching approaches used to support all learning styles ● Effective marking and feedback with specific and clear next steps/targets ● Self-assessment (zones) ● Thinking/talking Partners ● Collaborative Learning ● Seating Position ● Spelling and handwriting sessions (KS2) ● Use of technology: Interactive Whiteboards, i-pads, computers, ● A wide range of learning aids For example: Lit: Story Maps, word mats, phonic mats, prompt sheets, dictionaries, working wall Maths: Numicon, Dienes, number beads, number lines, 100 squares, working wall , ● Whole staff awareness 	<ul style="list-style-type: none"> ● Additional small group guided sessions focusing on needs led provision ● Small group booster sessions for literacy and maths using a range of materials ● Additional phonics – Read, Write, Inc. ● Fresh Start Phonics ● Small group handwriting sessions ● Individual Reading Practice ● Additional Guided Reading group sessions ● Individual/small group EAL support, advised by EMAS Range of resources used including Racing to English ● Pre-teach/over teach vocabulary (teaching assistant supported) ● Guided Reading Comprehension Group ● Coloured Overlays ● Dyslexia Tracking and Guidance Booklet ● Auditory and Visual Memory Games ● Support for working memory. 	<ul style="list-style-type: none"> ● Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity ● Individualised Literacy Intervention 1:1 Read, Write, Inc phonics ● Precision teaching Programme ● Reading and Thinking Comprehension ● Coloured overlays ● Some specific individual literacy provision in line with severity and complexity of need ● Some specific individual numeracy provision in line with severity and complexity of need ● Programme provided by Learning Support Service ● Guidance provided by Educational Psychologist ● Detailed learning profile assessments carried out and reported to staff and parents

C o m m u n i c a t i o n & I n t e r a c t i o n	<ul style="list-style-type: none"> ● Somerset Total Communication Environment ● Drama & role play activities as part of lessons ● Assemblies, singing, music lessons, school performances ● ICT resources and programs to aid and support recording ● Visual Timetable ● Talk For Writing ● Visual Prompts - Colourful Semantics ● Writing Frames/Recording Frames ● Forest School ● Clear, unambiguous language ● Chunked Instructions ● Whole staff awareness – Autism Level 1 	<ul style="list-style-type: none"> ● Individual/small group visual timetable ● Pre-teach/over teach vocabulary (teaching assistant supported) ● Speech and Language Group ● Speech sound work ● Black Sheep Press resources ● ELKAN – TALC assessments ● Talk Boost ● Social use of language ● Sequencing Activities 	<ul style="list-style-type: none"> ● Additional Small group/individual guided sessions focusing on needs- led provision that are delivered with increasing regularity ● Talk Boost ● Individualised programmes & resources for communication based on SALT advice, increased in duration and frequency ● Individual support for Social Stories or comic strip conversations / Incredible 5 Point Scale ● Individual social interaction and communication support ● Communicate in Print to support an individual child ● Advice and support from Autism and Communication Service ● PECS system for supported communication for non-verbal children
--	--	---	---

S o c i a l , m e n t a l a n d e m o t i o n a l h e a l t h	<ul style="list-style-type: none"> ● Positive whole school ethos ● Assemblies ● SEAL ● PSHE & Citizenship Curriculum ● Whole School Behaviour for Learning policy ● House system ● Class reward systems ● Golden Time ● Playground Leaders (lunchtime) ● Range of extra-curricular clubs (lunchtime and after school) ● Early Years and Yr6 Transition support ● In Year transition process 	<ul style="list-style-type: none"> ● Behaviour Management/Positive Handling Plans ● Targeted support through unstructured sessions e.g. breaktime & lunchtime ● SEAL small group activities ● Talkabout social communication programme ● Talkabout self-esteem & self-awareness 	<ul style="list-style-type: none"> ● Additional small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity ● Behaviour Management Plans/Pastoral Support Plans/Positive Handling Plans ● Specialist activities provided by SEBS teacher ● Facilitated games & activities through unstructured periods such as playtimes ● Talkabout social communication programme ● Talkabout self-esteem & self-awareness ● Individual Transition Plan ● Individualised access to Forest School off site ● Team Teach strategies to be applied
--	---	--	---

<p style="text-align: center;">S e n s o r y & P h y s i c a l</p>	<ul style="list-style-type: none"> ● Funky Fingers ● Pre-writing/Handwriting Exercises ● Letter formation based on RWI ● Pencil grips ● Writing slope ● Stress ball ● Fiddle toy ● Sensory cushion ● Position in class ● Facing child when giving chunked instructions ● Learn 2 Move, Move 2 Learn ● Sensory Checklist – staff awareness sensory issues 	<ul style="list-style-type: none"> ● Funky Fingers ● Pre-writing/Handwriting Exercises ● Scissor skills ● Speed Up kinaesthetic handwriting programme ● Targeted small group to develop letter formation ● Targeted small group to develop co-ordination and movement ● Learn 2 Move, Move 2 Learn co-ordination activities ● Tracking and visual perception activities (Vision) ● Adaptations to environment – sensory issues 	<ul style="list-style-type: none"> ● Additional small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity ● Individual Physiotherapy programme ● Individual Occupational Therapy programme ● Individual programmes/strategies to aid sight and hearing impaired ● Specialised equipment provided by Physical Impairment and Medical Support (PIMS) Team ● Individualised provision within class to support sensory needs (such as ear defenders if recommended, individual workstations to reduce sensory input from peers etc) ● Use of individual medical equipment as recommended/provided by medical services
---	--	---	---