



St Aldhelm's Church School – Whole School Provision Map

This document describes the needs that children may have and the support that can be offered to reduce any barriers that are present. This focuses on the support that is available to all children 'Universal Provision,' as well as children that require more specific, tailored support ranging from 'SEN Support' and 'High Needs.' Children who are requiring support that comes under SEN Support and High Needs are on the school's SEND Register. Their provision is mapped out and continuously reviewed as part of our Assess Plan Do Review (APDR) cycle.

The Four Main Areas of Need

Cognition and Learning	Communication and Interaction
<p>A child that has needs that fall within Cognition and Learning may have barriers with:</p> <ul style="list-style-type: none">  reading and spelling  learning new information/concepts and retaining this  Specific Learning Difficulties such as Dyslexia and Developmental Co-ordination Disorder  processing/memory difficulties such as sequencing, inference, coherence and elaboration 	<p>A child that has needs that fall within Communication and Interaction may have barriers with:</p> <ul style="list-style-type: none">  understanding language  using language (spoken language, producing sounds / verbalisations)  social communication and interactions  conditions including Specific Language Disorder and Autism Spectrum Condition (ASC)  stammering
Sensory and/or Physical	Social, Emotional and Mental Health
<p>A child that has needs that fall within Sensory / Physical may have barriers with:</p> <ul style="list-style-type: none">  vision  hearing  gross / fine motor coordination  specific conditions such as Cerebral Palsy  self-regulation e.g. self-organisation 	<p>A child that has needs that fall within Social, Emotional and Mental Health include those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education. It can also include a range of longer-term recognised mental health conditions. Barriers may include:</p> <ul style="list-style-type: none">  forming and maintaining relationships  bereavement  self-esteem  attendance  this may also include conditions including ADHD and ASC



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Universal Support - provision that is accessed by all children at St Aldhelm's Church School

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> Dedicated and caring staff that have built strong relationships with all children. Quality First teaching that is differentiated appropriately. This includes lessons that are planned to meet all needs and learning styles. Working walls and displays to support learning and retrieval. A well organised classroom where resources are labelled (including symbols) to support growing independence. A calm learning environment. Children's seating / position is carefully considered to maximise learning and support discussion. Talk partners Visual supports (using Widgit) that include vocabulary banks. Manipulatives e.g. Numicon. Unlocking Letters and Sounds scheme of work (phonics, early reading and handwriting). Mastering Number. Essential Spelling. Access to alternative methods of recording Engaging online programmes to support rehearsal of key English and Maths skills. Adult support through flexible groupings. Visual aids / modelling – use of visualisers. Progress monitored closely by class teachers and discussed at pupil progress. Word Shark (offered for a specific period of time). Now and Next board (or similar) to support with next steps. Quest Sound Linkage	<ul style="list-style-type: none"> Dedicated and caring staff that have built strong relationships with all children. Quality First teaching that is differentiated appropriately. This includes lessons that are planned to meet all needs. Modified instructions and questioning. Structured school and class routines. Visual timetable that is consistently used across the school. Visual supports (use of Widgit) used throughout the school. Children's seating / position is carefully considered to maximise talk and social interaction to support learning. Talk partners (carefully considered to support effective talk). A calm learning environment. Talk Boost (EYFS / KS1) Jigsaw (PSHE scheme) Flourish and Inspire worship (child-led, where each child throughout the year shares with the class about themselves e.g. an interest). Adults model use of language and actions to support. MSDAs support play. Carefully chosen texts to enhance vocabulary development for all. Small social skills group to support friendships, interactions and navigate scenarios. Use of Zones of Regulation to help communicate. All staff have these printed on their lanyards to support all children in communicating their needs / emotions. Child-led groups such as the Belief Group, Aspiration Group and Advocacy Group. A range of clubs run after school.



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Universal Support - provision that is accessed by all children at St Aldhelm's Church School

Sensory and/or Physical	Social, Emotional and Mental Health
<ul style="list-style-type: none">👤 Dedicated and caring staff that have built strong relationships with all children.👤 Quality First teaching that is differentiated appropriately. This includes lessons that are planned to meet all needs and learning styles.👤 Carpeted areas in all classrooms.👤 Manipulatives to support learning across the curriculum.👤 A well organised classroom where consideration has been made to children's visual and auditory location.👤 Backing paper pastel coloured.👤 Visual supports.👤 Opportunities to explore fine and gross motor coordination (especially in EYFS / KS1).👤 Where possible, shiny materials as surfaces are avoided.👤 Clear contrast between obstacles and flooring.👤 Walkways and corridors are clear so all can access with ease.👤 Ramped or flat entrance / exits to all rooms in the school.👤 Small fine / gross motor skills groups to booster development.👤 A range of PE equipment and play equipment to support the development and practise of gross motor skills.👤 A range of clubs run after school.👤 Use of the Sensory Handbook	<ul style="list-style-type: none">👤 Whole school behaviour policy followed by all.👤 Whole school rules.👤 Dedicated and caring staff that have built strong relationships with all children.👤 Quality First teaching that is differentiated appropriately. This includes lessons that are planned to meet all needs and learning styles.👤 Jigsaw whole school and class charter.👤 Whole school reward system (using Class Dojo and Celebration Worship)👤 Child-led groups such as the Belief Group, Aspiration Group and Advocacy Group.👤 Breakfast Club and After School Club👤 A range of clubs run after school.👤 Whole school following a Zones of Regulation approach.👤 Calming space in all classrooms.👤 Access to sensory resources.👤 Clear whole school and class routines.👤 Class worry box.👤 A range of support resources to help children share their feelings.👤 Restorative approaches used.👤 Support from the Mental Health Support Team (at a whole school support level)👤 Support from the school counsellor



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SEN Support – intervention to accelerate learning (offered in the form of groups or to individuals)

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> Nesy Reading and Spelling programme. Nesy Number Sense. Word Shark (used as a regular intervention that is bespoke to the child). Pre-teaching vocabulary, methods, concepts. Small group teaching with a teaching assistant or class teacher. Additional or further differentiated teaching inputs. Frequent use of technology e.g. Chromebook. Greater use of manipulatives with frequent adult guidance. Task planners. Precision teaching. Number Sense / Unlocking Letters and Sounds individual or small group additional lessons. Assess Plan Do Review (APDR) individual plan with bespoke outcomes. Daily reading with class teacher, reading volunteer or teaching assistant. Adapted Quest. Progress monitored closely by class teachers and SENDCo and discussed at key points in the year. TEACCH approach used in some subjects Individualised Literacy Intervention (ILI) Number Detectives Spelling Detectives Catch Up Numeracy 	<ul style="list-style-type: none"> Support from a Speech and Language Therapist (SALT). Speech and Language Therapy Plan delivered at least three times a week. Early Talkers (I Can) Social Communication, Emotional Regulation and Transactional Support (SCERTS) Talk Boost Autism Level Up Playtime support (support with initiating play) ELKLAN resources Social communication small group interventions Barrier games Increased use of visual aids (Widgit) Simplified and specific language used or repeated on a 1:1 small group level Use of the Integrated Therapy Service Fact File Use of 'I Can' resources and strategies Pre-teaching Communication games Chunked tasks and language input Use of speaking aids Universally Speaking (use of ages and stages) Black Sheep Use of Autism Education Trust (AET) resources Unlocking Letters and Sounds 1:1 or small group intervention in addition to the universal support Precision teaching Social Stories





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SEN Support – intervention to accelerate learning (offered in the form of groups or to individuals)

Sensory and/or Physical	Social, Emotional and Mental Health
<ul style="list-style-type: none">  Sensory breaks (e.g. visual or hearing breaks)  Physical resources to support e.g. a writing slope, a seat wedge  Coloured overlays  Fine motor skills intervention (multiple times in the week and in a small group or 1:1)  Gross motor skills intervention (multiple times in the week and in a small group or 1:1)  Occupational Therapist Support Plan  Use of the Integrated Therapy Service Fact File (increased frequency and 1:1 or smaller group)  Personalised sensory circuit  Use of technology e.g. Chromebook, magnifier etc  Touch typing  Physiotherapist Support Plan  Support with toileting following an Intimate Care Plan  Personalised calming / soothing resources  Body sock  Fiakup Pull Rope (cooperative stretchy exercise band)  Motor Skills United intervention (fine and/or gross motor support) 	<ul style="list-style-type: none">  Personalised Zones of Regulation  Personalised sensory breaks  Body sock  Fiakup Pull Rope (cooperative stretchy exercise band)  Emotional Literacy intervention  Art-based therapeutic support e.g. The Feelings Artbook  Mental Health Support Team intervention  Support from the school counsellor  Social stories  Lego Therapy  EBSA support plan / program  Social skills / play support group  Self-esteem intervention (1:1)  Stories for Thinking (scenario-based support)  Cognitive Behavioural Therapy interventions e.g. Starving the Anxiety Gremlin, Starving the Anger Gremlin  Personalised PSHE small group work  Personalised regulation bag  Co-regulation Plan  Individual Positive Behaviour Plan  Reintegration Plan  Boxall Profile and intervention guide

Higher Needs Support

This will follow the same graduated approach structure (assess, plan, do and review), but a child is likely to have or be in the process of getting an Education Health Care Plan (EHCP). Children will have further personalised responses to addressing their barriers. This will be more bespoke and likely include the support and guidance of other professionals. Much of the support outlined in the previous sections may be used as part of the bespoke package a child with higher needs requires. This will be outlined on their APDR.