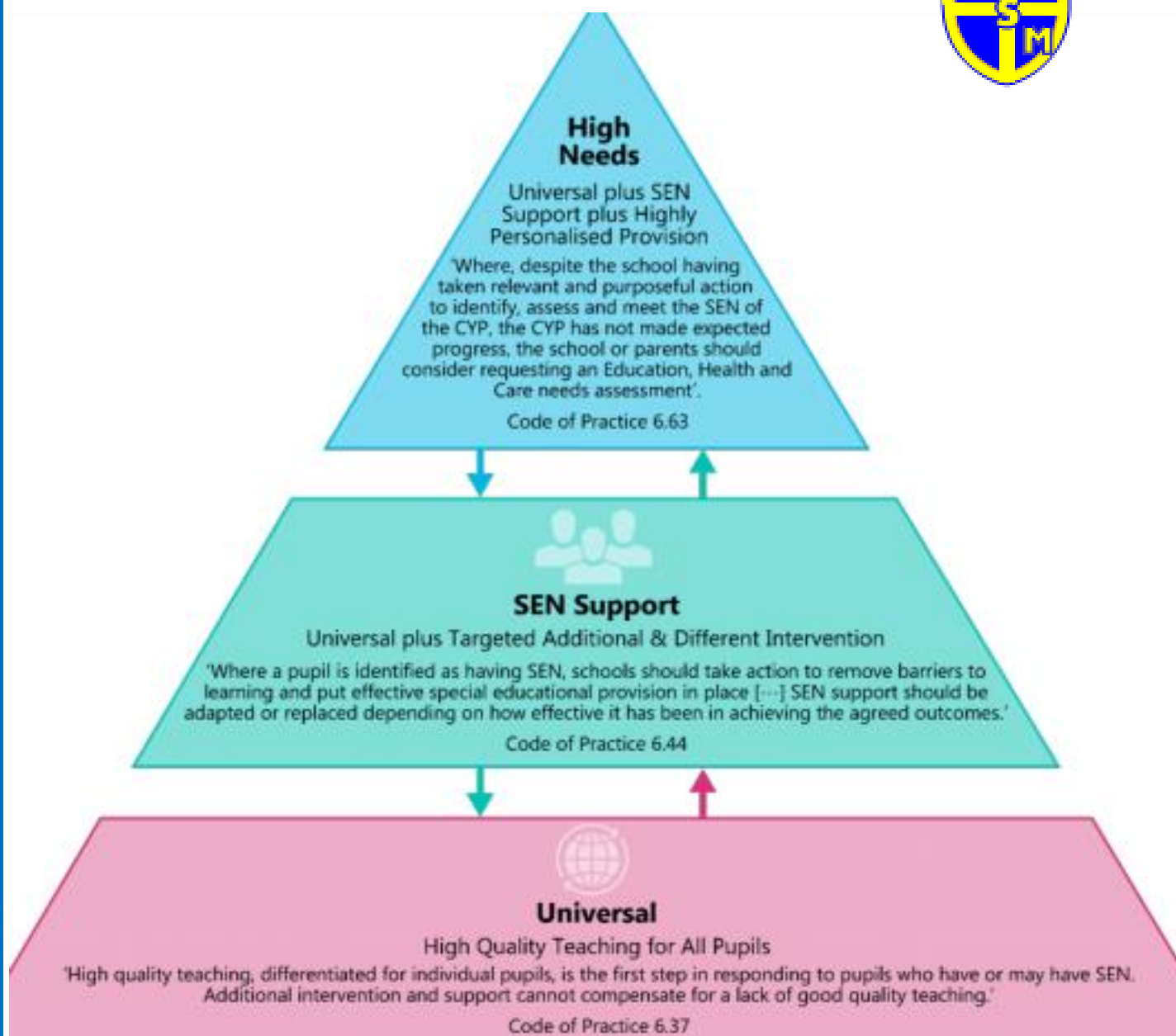


Creech St Michael C of E Primary School

Provision Map 2022 - 2023



Our graduated approach: All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Universal - Wave 1	Additional Needs - Wave 2	High Needs - Wave 3
Universal provision is the effective inclusion of all pupils in high-quality everyday personalised teaching, that is differentiated to meet the needs of the pupils. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to throughout the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Additional needs provision allows for pupils to receive additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs and pupils needs are reviewed regularly by teachers and teaching assistants using the APDR (assess, plan, do, review) process.	High needs provision is targeted support for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

We then use the ADPR cycle also known as the 'Graduated Response' to inform our assessment and planning of pupils with SEND.

What is the Assess, Plan, Do and Review Cycle?

The graduated response is 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' Code of Practice 6.44.

Assess

Identify a child or young person (CYP) as needing SEN Support, drawing on assessments, the individual development in comparison to peers, and CYP and parent carer input

Plan

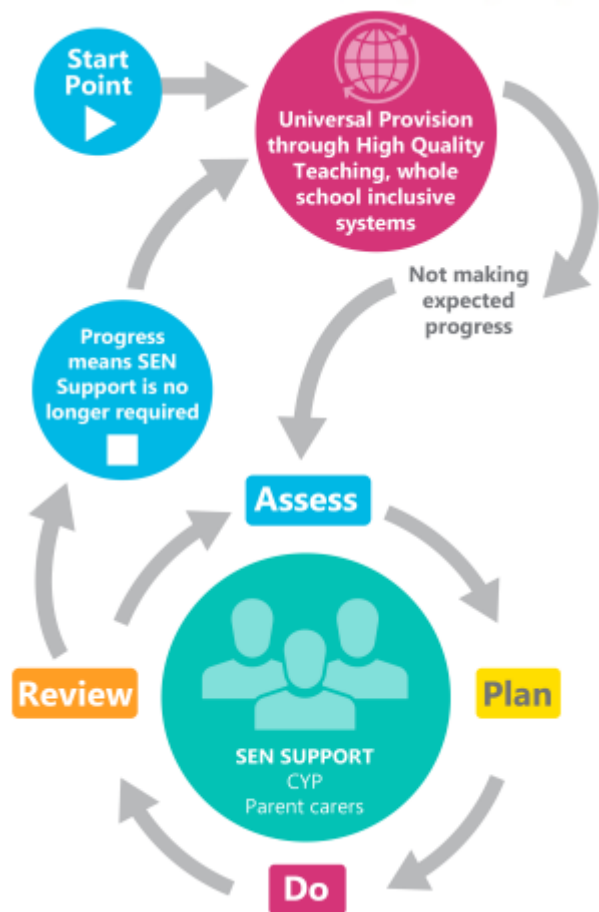
School, CYP and parent carers create a plan with appropriate support and intervention provided to meet the identified needs. Specific, Measurable, Accurate, Timebound (SMART) targets are set and a review is arranged

Do

Professionals, parent carers and CYP carry out the agreed plan

Review

Professionals, parent carers and CYP review progress towards SMART targets. If there are still a SEN that are not being met, the cycle starts again with a reassessment of need updated SMART targets and provision



Each wave or area of the Graduated Approach is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.
Sensory and Physical	Social, Emotional and Mental Health
There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

At Creech St Michael Primary School, provision for each of these areas may appear as follows:

Cognition and Learning

Universal - Wave 1	Additional Needs - Wave 2	High Needs - Wave 3
- Understanding strengths and interests - Knowledge and understanding of barriers to learning - Knowing pupil starting point and next steps to develop learning - Consistent High Quality Teaching (HQT) - Activate prior learning - Teaching using a multisensory approach with a lot of opportunities for overlearning - Teaching is sequential built on what the pupil knows - Model, scaffold to independence - Use of effective questioning to enable engagement in learning - Regular assessment informing next steps - Opportunities to talk through learning with a peer - Dialogue with parents and carers - High expectations - Success criteria - Visual dictionaries - Word mats - Technology to support learning - Writing frames - Numicon - Learning displays/working walls - Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Specific Learning Disorders e.g. Dyslexia (SpLD)	- Targeted interventions in small groups or one-to-one such as: - Power of 1, 2 - Maths intervention - Daily 1:1 support - Talk Boost - Brain - Lightning Squad Reading intervention - Read Write Inc 1:1 intervention - Targeted maths interventions. - Write from the Start handwriting intervention. - Handwriting intervention - Differentiated learning goals.	- Dialogue with parents and carers - Intense (1:1) support in core (maths, English and phonics) and foundation subjects - Targeted learning Support from Educational Psychology (EP) - Play Therapy

Communication and interaction

Universal - Wave 1	Additional Needs - Wave 2	High Needs - Wave 3
- Dialogue with parents and carers - Differentiated curriculum planning - Modelled speech/language - Modelled Interaction - Targeted questioning - Talking partners - Group work - Class visual aids and prompts - Visual timetables - Key words/word banks - Drama activities/Talk 4 Write - Sequencing activities - Additional processing time - Simplified Language - A range of questions used so children develop and give better answers - Opportunities for individual, pair, group or whole class working - Class and special assemblies	- Dialogue with parents and carers - Pre-teaching of vocabulary - Nurture/social group (social skills & self-esteem) - Communication book activities Social Stories - Nuffield Early Language Intervention (NELI) - Lego Therapy - Talkabout - Max's Marvellous Maths - Mastery Maths Intervention.	- Dialogue with parents and carers - Individual visual timetables - Individual visual communication system - Targeted work from Speech and Language therapy - Black Sheep - ASD Outreach support - Speech and Language Therapy blocks - PFSA - Language Steps

Sensory and Physical

Universal - Wave 1	Additional Needs - Wave 2	High Needs - Wave 3
- Dialogue with parents and carers - Differentiated curriculum planning - Adaptions to the classroom (when appropriate) - Fine motor skill activities such as: peg boards, putty, cutting etc. - Additional movement breaks - Classrooms have age appropriate furniture and environments - Visual prompts, pictures and ICT used appropriately to aid learning - High quality resources are readily available, organised to enable independence - Seating plans or group tables are used - Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning - Outdoor learning opportunities - Forest School - Classrooms free from clutter - Brain Gym / Breaks	- Use of specialist equipment (pencil grips, coloured overlays, lap weights, sloping boards for desks, fidget kits) - Paediatric Occupational Therapy assessment & resource pack (handies & fizzies) - Gross motor programmes - Learn to Move - Move to Learn - Fine motor programmes - Write from the start - Large keyboard for computer work - Pegs to Paper - Sensory Circuits - Write From the Start- Handwriting intervention	- Individual work station - Social stories/Sensory stories - Comic Strip Conversations - Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team - Individual support with self-care where appropriate - Hand-activities to help eye coordination

Social, Emotional and Mental Health

Universal - Wave 1	Additional Needs - Wave 2	High Needs - Wave 3
- Dialogue with parents and carers - Emotional Coaching - Differentiated curriculum planning - Whole school behaviour policy - School & class rules - PSHE teaching through JIGSAW - Whole school assemblies - Class circle time - Talking partners - Class visual timetable - Visual reward systems - House point system - Time out/Reflection Time - Timers & stress relievers - Emotion/social resources - Praise and high expectations - Whole class behaviour charts e.g. house points, Certificates - Class Monitors, - School council - Fiddle objects - Reflective/calm corner space in classroom - Worry Box	- Nurture/social group (social skills & self-esteem) - Conversation group/Talkabout - Individual reward system & behaviour logs - Additional support at playtime (break time and lunchtime clubs) - Transition support - Forest School -	- 1:1 Emotional Literacy Programme (ELSA) - Individual work station - Individual social stories to teach specific social skills - Targeted work from - Behaviour Support, CAMHS, EP, SENITAS, - PFSA - Play Therapy - Meet and Greet - Social Stories

Education, Health and Care Plans (EHCPs)

Most children and young people (CYP) with SEN will have their needs met in their local mainstream setting. A few CYP will have an Education Health and Care Plan (EHCP). Most CYP with an EHCP will also attend their local mainstream setting.

An EHCP may be required when the nature and extent of a CYP's special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings.

Most CYP with EHCPs will continue to attend their local mainstream setting. The Education, Health and Care Needs Assessment (EHCNA) is a twenty week statutory process set out in the Code of Practice. Requests for statutory needs assessment could be considered after following a graduated response. A request for statutory needs assessment could be considered where 'despite relevant and purposeful action to identify, assess, and meet the SEN of the child or young person' they have not made expected progress (Code of Practice, 6.63). More information about the EHCNA processes in Somerset can be found here [Effective Support](#) and on the [Local Offer](#).

CYP with an EHCP require the appropriate strategies and support outlined in the Universal and SEN Support sections within this Somerset Graduated Response Tool. Any special educational provision they require will be detailed in Section F of their EHCP. Strategies and approaches included in the Somerset Graduated Response Tool document will not usually be included in Section F as they are considered normally available in all settings. However, an intervention or strategy described in this document might also be included in Section F if it needs to be delivered in a specific or personalised way. Provision included in Section F will usually specify the frequency, duration, and nature of the support required.

Funding

What funding is available to meet the needs of all children and young people (CYP) with SEN?

In mainstream settings each CYP on roll will receive Element 1 funding Age Weighted Young Person Unit (AWPU). This funding is at different levels according to the age of the CYP.

There are then two main sources of SEN funding in schools.

The first is the SEN delegated budget. This is also called Element 2 or the Notional SEN Budget.

This is where each school receives funding for SEN according to a number of indicators of need in the school's population. These indicators include factors such as free school meals, social deprivation factors, English as an Additional Language (EAL), attainment levels etc.

Mainstream schools are expected to meet up to the first £6,000 of provision for CYP per year who are identified as having SEN Support needs. This is in addition to the Element 1 funding which is in place to support all CYP and comes from the Element 2 or the Notional SEN Budget.

If provision required to meet the needs of a CYP is above the Element 1 and 2 funding, then Element 3 funding can be applied for through an Educational Health Care Needs assessment.

See the Education Health and Care Plan page for more information. Element 3 (also known as top up funding) is allocated to a CYP when they are in receipt of an EHCP, and this funding is ring fenced to the individual CYP.