

Whole School and Special Educational Provision Mapping (Pre Code and Stages 1-3)

2024/25 SEN Focus Area/s _____ (Linked to SEN Action Plan & School Development Plan)

Early Years/ FS - Nursery	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication Needs	Sensory - Hearing and Vision Impairments	Physical
<p>Whole School Provision</p>	<p>For pupils displaying or experiencing Cognition & Learning Difficulties</p> <ul style="list-style-type: none"> • Develop attention and listening skills to support working memory • Use pupil’s name to gain attention and repeat key words • Look directly at pupil when speaking • Use short, simple instructions e.g. ‘coats on’ • Repeat/ rephrase if child appears confused • “Chunk” instructions into small steps rather than using a lengthy string • Give one instruction at a time – limiting language used 	<p>For pupils displaying or experiencing SBEW needs</p> <ul style="list-style-type: none"> • Adhering to whole school Behavioural Policy based on the principles of nurture • Approaches based on Everyone Belonging, Reducing Tension and raising Self Awareness • Effective behaviour management strategies which whole staff and parents implement consistently • Rules and expectations are clear, consistent, actively taught and praised within the school setting • Label the behaviour rather than the pupil • Use choices • Stop activities when giving instructions 	<p>For pupils displaying or experiencing SLC difficulties</p> <ul style="list-style-type: none"> • Use the child’s name to ensure attention before giving an instruction at eye level • Differentiate curriculum planning, activities, delivery, and outcome • Keep verbal instructions simple and in the order to be carried out • Allow the pupil thinking time to process information and put together a response • Check that pupil is listening (praising all good listening behaviours) • Keep sentences short-repeat and rephrase if necessary 	<p>For pupils experiencing sensory needs</p> <ul style="list-style-type: none"> • The child should sit at the front of the class with their back to the window during mat times • Speaker’s face should be in good light and face child when speaking • For unilateral one-sided hearing loss, the child’s better ear should be near the speaker • Child should be within a few feet of the speaker • Use child’s name before speaking • Minimise background noise when possible, have some areas carpeted/ rubber feet on tables/chairs/ • Facilitate access to a quiet room if possible • Have good lighting and window blinds to reduce glare 	<p>For pupils experiencing physical needs</p> <ul style="list-style-type: none"> • Pupil participating in a Sensory Motor Group • Create a “sensory break time” – calming exercises • Have “sensory boxes” – squeeze balls, soft materials etc. • Use tactile and multisensory learning techniques - drawing in air/sand, pencil grips, • Allow extra time to complete some task • Activities to develop crossing the midline to support hand/eye, eye/foot coordination • Training from medical teams on management of

	<ul style="list-style-type: none"> • Use gestures to support instructions • Use objects of reference e.g. show coat for outside play • Use visual prompts and cue cards • Pause to allow for processing and check for understanding • Provide clear, predictable routines and structure • Ensure that the environment is well organised and there are clearly defined play zones/activities • Use a range of differentiated resources • Pair/partner with another peer • Repeat and reinforce new ideas and information • Demonstrate new activities – allowing time for investigation and practice • Develop sound awareness - clapping beats, rhythm, use musical instruments • Experience traditional nursery rhymes and stories 	<ul style="list-style-type: none"> • Keep instructions short, clear and in order • Use pupil's name first • Repeat key words • Provide kinaesthetic activities at intervals • Use sit "n" move cushion • Give verbal positive correction – e.g. "Put your hands on the lap" • Use positive feedback • Tactically ignore behaviour if it is not causing harm to others • Use proximal praise • Have listen/go signs • Employ quiet hand rule • Safe hands and safe feet • Teach turn taking games • Redirect pupil(s) to a quiet area for thinking time • Use positive expectation- say it as if they are already doing it • Using positive correction – "walk" instead of "don't run" • Have immediate and individualised reward systems (if appropriate) • Use a calm stance, quiet voice • Reflect feelings e.g. "I can see you are upset" 	<ul style="list-style-type: none"> • Chunk instructions while stressing keywords • Check for understanding, asking the pupils what they have to do • Support oral presentation with pictures, real objects or use alternatives such as mime/ modelling • Use visual supports such as timetables, symbols, designated areas in the classroom, footprints for lining up and visual prompts for verbal activities • Pair a pupil with a buddy to repeat instructions and demonstrate tasks • Encourage a child to say if they do not understand • Photo/ picture/ object labelling of resources and provide clear illustrated information in the classroom • Use topic sacks/puppets to introduce new vocabulary • Use non-verbal gestures and facial expressions and pay attention to child's response • Ask a question, with a choice of possible answers 	<ul style="list-style-type: none"> • Chunk classroom instructions and visual aids • Emphasise keywords • Repeat instructions when required • Ensure pupil is wearing spectacles if required - keep a spare pair in school • Ensure pupil's cochlear ear implant/auditory aids are on and working – if required • Modify workspaces to avoid clutter and minimise distractions • Corridors and thoroughfares should be free of school bags and clutter • Label resources clearly and have clear, illustrated information on notice boards and doors • Audit the environment to ensure high contrast where necessary, e.g. yellow strips on steps/windows/uneven surfaces/line up locations • VI friendly resources – glue sticks that leave a trail of colour, scented markers, textured paint etc. • Computer accessibility – big keys keyboard, large monitor, tracking mouse, magnification software options • One to one withdrawal programmes for extension of language • Pre tutor for some lessons/activities • Pupil verbalising needs- specifying what they can/cannot visually access at both near and distant vision level 	<p>conditions e.g. anaphylaxis, diabetes</p> <ul style="list-style-type: none"> • Fundamental Movements programme • Physical home learning packs • Happy Healthy Kids (GRTL) • Poor proprioception or core strength – allow child to side site, sit with back support, lie on tummy
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	<p>in a range of contexts</p> <ul style="list-style-type: none"> • March and clap to rhymes and songs • Provide modelled and shared sessions through play activities • Use multi-sensory methods • Snap, dominoes learning games • Visuals for colours etc... • Story times • Sorting activities • Home learning packs (Getting ready to learn programme – Big bedtime read) • Primary movements • Backward chaining 	<ul style="list-style-type: none"> • Explain rules e.g. “We have kind hands” • Teach scripts e. g “Please can I have that?” • Teach assertiveness e.g “I don’t like it when you do that” • Model good manners and sharing • Teach turn taking very explicitly • Use role play, stories, and puppets to support the development and reinforce appropriate social skills • Use a buddy system • Use a conflict resolution approach i.e. compromise • Use timers to teach sharing and turn taking • Use role play to demonstrate effects of unkind/rough behaviour • Repeat the instruction in the same words • Help pupils to identify and recognise their strengths • Use feeling fans/ positive visuals • Use language of success e.g. “I know you can” • Give appropriate responsibilities in class • Mindfulness • Whole class social stories 	<ul style="list-style-type: none"> • Be patient and encourage all attempts to speak and expand on what the pupil is trying to say • Accept the pupil’s verbal feedback and model the correct phrasing when required • Use Who, What, Why, When questions (with visuals) during story telling • Use drama to help pupils narrate or retell a story <ul style="list-style-type: none"> • Encourage pupils to look at you or in your direction when either speaking • Teach vocabulary of feelings - match word to the facial expression • Model appropriate conversational rules and correct social responses • Use social skills picture stories to teach specific scenarios and prepare for changes in classroom routines • Provide sensory and fidget toys • Avail of a transition programme • Use home/school liaison book • Encourage the pupil to use gestures to communicate 	<ul style="list-style-type: none"> • Seat pupil close to the main teaching area • Anti-slip paint on manhole covers • Sensory garden 	
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	Cognition and Learning	Social, Behavioural and, Emotional and Wellbeing	Speech, Language and Communication Needs	Sensory - Hearing and Vision Impairment	Physical Needs
<p>Stage One Special Educational Provision</p> <p>Personal Learning Plans with specific targets agreed with parents and pupil</p> <p>Referrals to EA for external Special Educational Provision consulting with Educational Psychology Service as appropriate</p>	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> IEP/PLP targeting specific skills using small step model Scheduled small group, paired or 1 – 1 practice with a level of adult support Use of strategies such as asking the child to repeat back the instructions, giving only keywords, information carrying words etc. Provide simple narratives, descriptions of what the child is doing Working memory programme to 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> IEP/PLP detailing specific behaviours to be targeted, evidence gathering and observation to determine drivers for behaviour to pinpoint specific strategies to be used e.g. ABC and tally charts, Home school communication log Meet and Greet system in place (for individual pupils) Personal behaviour book for the child and use this to teach and reinforce preferred behaviours Pop up tent for de-escalation after an 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> IEP/PLP targeting specific skills using small step model – intentional modelling and teaching of skills 1 to 1 withdrawal teaching of individualised targeted support from LST/CA from WellComm pack/Speech Links etc. or programme devised / recommended by the pupil’s Speech Therapist “Talk Time” everyday Use of symbols to support spoken language and text (www.widgit.com) 	<p>All adjustments available within WS Support plus Additional Provision:</p> <p>PUPILS WITH SENSORY IMPAIRMENT ARE LIKELY TO BE KNOWN TO EA SENSORY SUPPORT SERVICE. SCHOOL CONTACTS THIS SERVICE REGARDING INDIVIDUAL PUPILS BEFORE PROVISION IS PUT IN PLACE.</p> <ul style="list-style-type: none"> Makaton 	<p>All adjustments available within WS support plus Additional Provision:</p> <p>PUPILS WITH PHYSICAL NEEDS MAY BE KNOWN TO EA SENIS. SCHOOLS CONTACTS THIS SERVICE REGARDING INDIVIDUAL PUPILS BEFORE PROVISION IS PUT IN PLACE.</p> <ul style="list-style-type: none"> Individualised motor skills one to one programme following advice from OT report Individualised “sensory break time” Health Care Plan in place for individual pupil with strategies, recommendations,

	<p>improve short-term memory e.g. games such as Kim's Game, Pairs, " I went to the market and I bought..."</p> <ul style="list-style-type: none"> • Provision of intentional teaching with focus on a particular skill acquisition with planned opportunities, strategies and resources identified • Repetition and rehearsal of learning • Backward chaining • Cause and effect toys • Continuous provision of exploratory play equipment to be assessed at child's own level • Inset jigsaws 	<p>incident as agreed and recorded in individual behavioural plan</p> <ul style="list-style-type: none"> • A CA to model, coach and reinforce social skills • Individualised photo beside targeted rule • Reminder of consequences and strategies that can be used by them to de-escalate behaviour e.g. listening to music, water tray, quiet room • Use of an individual task board • Written Risk Assessment and Risk Management Plans for individual children • Role play/video social stories to teach behaviours and effects of unkind behaviours • Play therapy programme • Resilience Programmes in small group sessions or one to one • Music Therapy Sessions • Movement breaks • Mindfulness techniques and strategies at individual or small group level • Personal reward charts for specific targets/ outcomes • Small group circle time 	<ul style="list-style-type: none"> • Stop, Observe, Respond method of support • Specifically designed social skills training sessions to support generalisation • Individually devised transition programmes • Personalised book of social stories • Priority placement in queues • Personalised home/school diary • Sensory circuit/ Task board • Practised turn taking – one to one • Workstation/ left to right system • Individualised risk assessments and management plans • Individualised pupil profiles for substitute teachers • Change card • Visuals to individually teach communication of feelings e.g. anxiety • Specific home learning resources packs • Social & language development group • Makaton 		<p>and actions to be taken, reviewed regularly with health professionals and parents</p>
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	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication	Sensory - Hearing and Vision Impairments	Physical Needs
<p>Stage Two</p> <p>Personal Learning Plans with specific targets agreed with parents and pupil</p> <p>Consideration of request for Statutory Assessment consulting with Educational Psychology Service as appropriate</p>	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> • Support and advice from EA SENEYIS 	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> • Support and advice from EA SENEYIS and/or HSCT 	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> • Support and advice from EA Language and Communication Service, SENEYIS, AAIS and/or HSCT 	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> • Support and advice from EA Sensory Support Service and/or HSCT 	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> • Support and advice from EA SEN Inclusion Service - Learning and Medical Needs, and/or HSCT
<p>Stage Three</p> <p>Personal Learning Plans with specific targets agreed with parents and pupil</p>	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> • Statement of SEN • Support, intervention, or advice from EA external agencies • EA funded adult support 	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> • Statement of SEN • Support, intervention or advice from EA external agencies and HSCT • EA funded adult support 	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> • Statement of SEN • Support, intervention or advice from EA external agencies and HSCT • EA funded adult support <p>Educational Resource Centre attached to mainstream school</p>	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> • Statement of SEN • Support, intervention, or advice from EA external agencies and HSCT • EA funded adult support 	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> • Statement of SEN • Support, intervention, or advice from EA external agencies and HSCT • EA funded adult support

Sample