

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)

POST PRIMARY	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication Needs	Sensory - Hearing and Vision Impairment	Physical Needs
<p>Whole School Provision</p> <p>Access Arrangements as required</p> <p>This is the statutory responsibility of all teachers to ensure that pupils needs are met in the classroom. This can be done by implementing various reasonable and purposeful measures. A</p>	<p>For pupils displaying or experiencing Cognition & Learning Difficulties</p> <ul style="list-style-type: none"> • Providing visual prompts and cue cards-written and verbal. • Pairing with another peer, peer groupings/parings to model work • Allowing time for processing • “Chunking” instructions- Instructions should be ‘chunked’ to make processing more manageable • Differentiating and facilitating topic reading with materials based at appropriate reading level • Using ICT supports in the classroom for example mind mapping software, predictive word processing 	<p>For pupils displaying or experiencing SBEW needs</p> <ul style="list-style-type: none"> • Adhering to whole school Positive Behavioural Policy based on the principals of nurture • Use of form time, pastoral time/programmes to teach and practice social skills and resilience. • Classroom and whole school incentives that are valued by pupils – reward trips etc • Use of a robust award system, run by year teams/house system. • Approaches based on Everyone Belonging; Reducing Tension and raising Self Awareness • Using Take 5 Framework • Using PDMU to teach and practice social skills • Having agreed taught, clear consistent classroom rules, routines and consequences. 	<p>For pupils displaying or experiencing SLC difficulties</p> <ul style="list-style-type: none"> • Involving parents - attendance at meeting, training, parent information evenings/home school liaison book • Using listening cues/rules in the classroom • Planning and evaluation of differentiated curriculum activities, delivery and outcome • Being aware of the number of information carrying words being used • Chunking instructions, giving processing/response time and stressing keywords 	<p>For pupils experiencing sensory needs</p> <ul style="list-style-type: none"> • Seating the pupil at the front of the class with their back to the window/preferential seating • Facing the pupil when speaking to them and speak clearly at a normal rate • Minimising background noise, when possible, have some areas carpeted if possible/ rubber feet on tables/chairs/close windows and doors • Using visual media ensure subtitles are on • Facilitating access to quiet room/sensory room/area within department • Provision of class notes • Use a variety of methods to record information for example, computer 	<p>For pupil experiencing physical needs</p> <ul style="list-style-type: none"> • Making sure all staff are aware of the nature of the disability and any perceptual or motor ability difficulty associated with a specific condition • Adapting the layout of the classroom to maximise pupil independence • Check seating height in practical classes where safety may be a concern. Seating should be as follows: desktop should be at elbow height, the pupil should be able to sit right back on their chair, with their knees bending back at right angles and feet flat on the floor.

<p>student does not require a PLP/IEP to receive these reasonable measures as it is the teacher's statutory duty to ensure that all students need/s are met.</p>	<ul style="list-style-type: none"> • Having some homework electronically available • Use of show my homework so it is electronically available and transferred correctly. Must be explained fully in class. • Using alternative recording methods e.g. Power Point presentations, making posters, oral presentations, mind maps, writing frames, cloze procedures, prompt sheets with keywords/openings to build paragraphs around etc. • Use subject specific and general key words and spelling banks. • Timetabling Paired Reading Programmes/ Reading Partners - peers or parents/ Literacy Mathematics booster groups, Lexia, Accelerated Reading • Time for paired reading built into literacy lessons. • Literacy and numeracy booster groups set up and run by literacy and numeracy Co Ordinator's for identified students. • Use both open and closed tasks matched to the needs of the pupil • Using a multisensory teaching and learning 	<ul style="list-style-type: none"> • Using incentives that are valued by pupils • Writing up a timetable at the beginning of the day and talking through • Using auditory/visual indicators/countdown to end or change an activity • Using visuals / language for choices • Providing specific direction, "Put your hand up to answer" as opposed to "Don't" • Facilitating access to quiet room/ Use a Time Out pass • Having a sensory box accessible within the classroom • Provision of worry boxes in classrooms • Individual work screens • Fidget pens / stress bananas • Organised seating plan and layout that is flexible for appropriate delivery of different activities and allows easy access to resources • Planning and delivering differentiated lessons • Planning for opportunities to teach and model conflict resolution skills • Self-monitoring and self-assessment activities • Providing additional "take up time" to respond • Pupils have a record of their progress and achievement • Organising peer support • Planning for whole school training on positive behaviour management • Involving parents - attendance at meeting, training, parent information evenings/home school liaison book 	<ul style="list-style-type: none"> • Supporting oral presentation with visuals/ kinaesthetically and follow-up with notes • Using visual introductions/ summaries of discussions – mind maps, flow charts, comic strip format, bullet points etc. • Using consistent non-verbal signs for hands up/wait/quiet etc. • Accepting the pupil's verbal feedback and modelling the correct phrasing if required • Structuring school and class routines • Rooms/environment labelled • Explaining metaphorical language and idioms • Having a traffic light/ thumbs up symbol system for pupils to visually record their understanding of an activity/activities • Reducing background noises and distractions • Having Think, Pair, Share strategy • Using social stories to teach specific scenarios and prepare for change • Providing a Buddy system for homeworks 	<p>diagrams, flow charts, mind maps.</p> <ul style="list-style-type: none"> • Giving extra time for listening, thinking and responding verbally and in written format • Offering additional time for completion of tasks / tailoring quantity of work • Teaching touch typing • Pre/post tutoring for some lessons to ensure consolidation • Flexibility in break/lunchtimes • Involving parents at attendance of meetings/ use of strategies that work for their child • Good lighting in classrooms/blinds to reduce glare • Chunking of classroom instructions, using of visual aids and emphasising keywords • Daily checking of homework diaries • Using clear, well-spaced font type (optimum size 14) that has good contrast and is non-cluttered. • Using Accessibility Options on laptops/iPads for example colour contrast for pupils with colour blindness • Having slant boards available (with Dycem nonslip mat to hold the page) • Modifying workspaces to avoid clutter 	<ul style="list-style-type: none"> • Participating in Sensory Motor Group • Using a Sensory Toolkit/ Sensory Room/pen grips • Buddy system • Accessibility planning for environment, curriculum, After School Clubs and school trips • Using adaptable PE programmes that support inclusive practice/specialist equipment • PE staff trained in Disability sports DSNI programmes run throughout the school year. • Partnership with Special School in learning community • Care Plans and Risk Assessments • Disabled entrances/toilets/lifts/ access to all areas of the school. • Information on notice boards /environment should be at eye level for wheel- chair users • Mentor system with prefect. • Encouraging students to 'warm up' their hands/fingers before and during handwriting activities • Adherence to HSCT care plans and risk assessments. Liaison with school nurse and
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	<p>approach – visual, auditory & kinaesthetic learning – and making use of music, graphics, actions etc.</p> <ul style="list-style-type: none"> • Providing aids (alphabet strip, pocket calendar, table squares calculator, reading ruler etc.) for sequences, mathematical tables, colour coded timetables • Using clear, well-spaced print (optimum size N14) that has good contrast writing should not be smaller than this. • Planning whole school awareness training on Dyslexia and dyscalculia • Availing of Dyslexia Friendly Toolbox - magnetic letters, ICT software, electronic spellers, literacy games, word mats, whiteboards, overlays, self-check cue cards: Capital Letters, Punctuation, Spelling • Opportunities should exist to reinforce SPaG in all subjects. • Giving opportunities for revision and overlearning; strategies to develop and extend listening and attention • Transition Programmes in preparation for KS change including pupil profile 	<ul style="list-style-type: none"> • Relaxation breaks - yoga etc. • Delivering Self Esteem programmes and activities in PDMU and adhering to school's Pastoral Care Policy • Parents texts/ emails • Phased timetables offered • Advice from local HUBs • Key liaison staff member • Homework club • Use of a well thought out seating plan to ensure pupils are seated in a quieter area with minimal environmental distractions. • Having agreed and taught classroom rules which are consistent throughout the school which include routines and consequences (behaviour flow chart) • Talking through a termly overview for each subject with students so that they know what to expect. Pastoral teams should do this for whole school events also. • Begin a new topic with the pupils existing knowledge and experiences, make a mind map or other visual representation of what they already know. • Preparing students with a bank of new vocabulary before a new Unit of work. • Use the pupil's name before addressing and face them when speaking to them. • Give instructions BEFORE not during an activity. Perhaps also in printed form for students. • Provide specific directions for example 'please raise your hand to answer' rather than punitive 'don't speak when I'm speaking' 	<ul style="list-style-type: none"> • Demarking a quiet area for use in the classroom • Seating pupil away from busy displays and distractions • Movement breaks/ sensory & fidget toys • Using PDMU/Form Class to teach social skills/ School Rules etc. • Providing structure for unstructured times e.g. chess/games break time clubs • Using display/label aids in the canteen and send home menus/ have on website for viewing • Lego therapy club • Providing a Sensory Toolkit- ear defenders, lap weights • Using a class/ individual/reduced timetable • Using visual task plans/ frameworks • Planning for whole staff training in ASD • Flexible leaving/arriving to class 5 minutes • Transition Programmes for moving classes/ school • Talking Partners (prefects/mentors) • Having agreed priority placement in queues - 	<ul style="list-style-type: none"> • Keeping of corridors and thoroughfares free of school bags and clutter • Labelling classrooms and providing clearly illustrated information on notice boards and doors • Employing a variety of methods for recording information, e.g. computer, diagram, mind map • 	<p>occupational health/therapy.</p>
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	<ul style="list-style-type: none"> • Transitions programmes in each dept exist for movement from each key stage. • Using cursive handwriting programme to support motor memory for spelling • Building confidence and motivation through a well-structured pastoral programme, accentuating strengths and identify earlier any needs. • Study Skills/ Revision clubs • Use of WAGOLL in all departments • Use of memory strategies to aid recall • Agreement on pupils to read aloud or work to be shown as an example • Use of different colours of font on the IWBC/Clevertouch boards so students can follow more easily • Resources labelled and symbols for equipment • Clear school/classroom rules and routines • Use of clear feedback and next steps in learning and involving the pupils in the process. Based on AFL principles • Bespoke timetabling (nurture) and option choices and year 10. 	<ul style="list-style-type: none"> • Staff should facilitate access to the sensory/quiet room if they feel appropriate in a one-off situation, if required long term facilitated by the SENCO for sensory room and HOY for time out with a designated 'SAFE PLACE' to go which is supervised. • Some pupils may require a sensory box which can be in their 'safe place' of the sensory room for things personal to themselves • Use of visual strategies for the pupil to give feedback – flash cards (traffic light system /emotion thermometer) • Planning for opportunities to teach and model conflict resolution strategies – Pastoral team/SEN team. • Self- monitoring and self-assessment activities planned for in lessons. • Pupils should be allowed additional 'take up' time to respond when required. • Pupils should have a record and be aware of their progress and achievements in all subjects. • Peer support organised when required HOY/FT. • Whole school staff training on positive behaviour management. New staff to be inducted appropriately on the behaviour policy and use of the behaviour SIMS module for recording behaviour and achievements. • Involvement of parents at an early stage. Training for parents on appropriate topics that are helpful, provide parents with 	<p>dining hall, assembly, bus</p> <ul style="list-style-type: none"> • Delivering social skills activities devised to suit the needs of the individual, extra-curricular dept clubs for students with sensory and physical difficulties. • Homework club. • Pupil passports with Senior staff member e.g. VP for substitute staff and available for all staff to access. • Canteen labelled, with lunch menu available online for the week/month ahead. Copy of menu shared with parent/carer - emailed/post 		
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	<ul style="list-style-type: none"> • Touch typing taught to pupils who require it. • Workshops for study and organisational skills to include parents where appropriate • Contact and effective relationships built early on with parents/carers • Normal way of working established in line with JCQ guidelines. • Extra time/ reader/scribe/prompter and supervised rest breaks awarded where appropriate and where normal way of working has been established and evidence gathered from subject teachers. • Staff aware when to allow extra time during class being aware that pupils may be experiencing fatigue based on the effort that they are putting into their learning. • Printing off 'Board' notes and allowing students to annotate and add to it • Relevant and helpful displays in classrooms, for example a word wall • Teach how to proofread, edit and re draft work • Use of keyboard is writing is illegible. 	<p>support, use of a home school liaison book if appropriate – HOY/FT/SENCO/class teachers/LSA's.</p> <ul style="list-style-type: none"> • Relaxation/brain breaks, staff to be aware some pupils will require movement breaks and to accommodate this as a reasonable and purposeful measure. • Delivery of growth mindset and self -esteem programmes – HOY/FT, linked to the school's pastoral care policy. • Use of parent mail/telephone calls in working hours to keep in touch with parents. • Phase/reduced timetables offered on a short- term basis for various reasons HOY. • Counselling available form school counselling service through DT for child protection. • Advice from local support groups and hub's • Links with school Youth Worker from EA- HOY/HOP • Students with difficulties should have an identified 'team' of staff members where they feel they can go as a 'Safe place'. • Homework and extra- curricular clubs, focusing on team- work, resilience, creativeness, and group work for example – Cadets/sports/Art/Music/ICT/ Home Economics • Revision hubs in each department to support SBEW pupils. • Exam access- normal way of working established in all classes for extra time, prompter and alternate accommodation. 			
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	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	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"> • Withdrawal groups for 20 minutes x 2 times per week for 10 weeks on targeted and sequential literacy intervention programmes • Evaluation and monitoring using quantitative data Evaluation and monitoring of all interventions undertaking to include to outcomes for the students. • Reading Recovery Programme – Literacy coordinator. Used in nurture classes by the individual staff. • Providing Maths Recovery small group withdrawal and/or 1 to 1 support • Providing 1 to 1 and/or small group support by specialist teacher/CA • Delivering programmes to teach specific 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> • Timetabling/rota for an adult for a daily one to one Meet and Greet for vulnerable students. Pastoral team/SEN/SLT teams • Creating a personal behaviour book WITH the pupil and using to teach and reinforce expected good behaviours • Using a designated quiet area /Sensory room for de-escalation after an incident as agreed and recorded in Individual Behavioural Plans /PLPs • Labelling the behaviour rather than the student. • Positive reinforcement of 'good' behaviour. • Use of support booklets from Rathmore EGC. • Modelling, coaching and reinforcing social skills • Teaching consequences and pre-agreed strategies that can be used by the pupil to de-escalate, e.g. listening to music, self-talk, time-out, breathing techniques • Promoting pupil involvement in planning, implementation and review of targets • Risk Assessment and Risk Management Plans 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> • Teaching and generalising of strategies to help process information e.g. silent rehearsal, identifying keywords • Specifically designed social skills training sessions, including peer involvement, to support generalisation • Using individually devised transition programmes/ timetable • for example, art therapy, journaling/Lego therapy. • Making a personalised book of social stories and encourage using independently in class • Circle of Friends Programme • Debriefing sessions after specific social activities • Debriefing after all social skill building 	<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 SERVICES. SCHOOL CONTACTS THIS SERVICE REGARDING INDIVIDUAL PUPILS BEFORE PROVISION IS PUT IN PLACE.</p> <p>All adjustments available within WHOLE SCHOOL support plus the following additional provision:</p> <ul style="list-style-type: none"> • Availing of pre/post tutoring in timetabled specific lessons to ensure vocabulary is familiar prior to class work – this could be done by LSA's or pre class info using software e.g. Satchel one, this can also be done to ensure consolidation after a lesson. 	<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"> • Participation in an Individualised handwriting programme devised and delivered by LST/CA on a one to one/small group basis including OT exercises • Participation in Individualised motor skills one to one programme - OT advice • Delivering social skills group activities

	<p>strategies to improve organisation</p> <ul style="list-style-type: none"> • Provision of an individualised comprehensive study pack • Teaching of Read, Write, Gold Text Help • Introduction of specific high interest low reading ability SEN Reading schemes/ novels and providing resources for additional home support • Recording homework for pupil that they can stick into their book, or the information is recorded/electronically available (use of Dictaphone) • Using individualised worksheets adapted to strengths of pupils • Provision of class notes (typed class notes and available electronically to facilitate home learning) • Revisit, revise and repeated learning opportunities • Nurture classes from years 8-12 with reduced class size and a bespoke curriculum. • Withdrawal groups for 50 mins per week for extra literacy and numeracy support (VP/senior teacher KS3) interventions separate but in place. 	<ul style="list-style-type: none"> • Teaching and using comic strip and social stories in preparation and de-briefing sessions • Facilitating timetabled and supervised Brain Breaks • Teaching anxiety and anger management techniques such as deep/controlled breathing • Teaching of Resilience Programmes in small group sessions or one to one • Timetabling of one-to-one counselling sessions • Participation in tailored therapy Sessions • Pastoral Care Mentoring Programme delivered • Key liaison member of staff for specific year groups • Draw up a calm plan for the student based on good practice from Rathmore EGC HOY in liaison with SENCO. 	<p>activities, progress must be recorded.</p> <ul style="list-style-type: none"> • Using a personalised home/school diary, pupil involvement in choosing and decorating • Using a separate workstation for some activities • Risk Assessments/ Management Plans where needed • Individualised Profile available for substitute staff • Using symbols to teach and enable communication of feelings e.g. anxiety / overwhelmed etc. • Individually based incentives • Using video social stories/role play/social skills picture stories/comic strip • Time out/in pass • Rest breaks • Pupil passports available to substitute staff, given by VP, kept up to date by SEN team. • Use of sensory room, or movement breaks. • Accesses arrangements in place specific to pupils needs and 'normal way of working' 	<ul style="list-style-type: none"> • Pupils given extra time for listening thinking and responding verbally and in written format (access arrangements to reflect this normal way of working). • Tailor the quantity of the work while still fulfilling the objectives of the lesson. • Recording of work/homework on a Dictaphone/iPad/Satchel One • Teaching of the skills required for touch typing or use of a high visibility keyboard, (ICT co-Ordinator). • Teaching and encouraging the pupils to verbalise their needs by specifying what they cannot visually access. • Flexible break and lunch arrangements to avoid crowds in corridors and playgrounds if needed. • Providing adaptive materials recommended by occupational therapy. • Participating in individualised handwriting programmes devised and delivered by LSA or LSC on 1 to 1 or small groups to include recommendations form OT. • Participation in individualised motor skills following OT advice. • Delivering social skills activities devised to suit the needs of the 	<p>devised to suit the needs of the individual</p>
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	<ul style="list-style-type: none"> • Toe by toe and precision teaching every morning SENCO led with LSA • When possible small group work to help with writing intervention and scaffolding. • Programmes delivered to help improve organisational skills – form teacher/pastoral teams • SMH used to communicate with pupils to clarify and further explain homework's 			<p>individual, extra-curricular dept clubs for students with sensory and physical difficulties.</p> <ul style="list-style-type: none"> • Provision of printed class notes. • Risk assessments and risk reduction plans required for certain practical subjects and a practical assistant may be required. • Staff awareness of Care plans for individual pupils as directed by school nurse. • Medical room etc for pupil to avail of privacy when dealing with their needs. 	
	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 Literacy Service 	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> • Support and advice from EA Behaviour Support and 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 SLC Service, 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 classroom assistant/adult support • Educational Resource Centre attached to mainstream school (LSC) 	<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 additional classroom/adult support (LSA) 	<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 • Educational Resource Centre attached to mainstream school 	<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
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