

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)

PRIMARY	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication Needs	Sensory - Hearing and Vision	Physical Needs
Whole School Provision	<p>For pupils displaying or experiencing Cognition & Learning Difficulties</p> <ul style="list-style-type: none"> • Using a multisensory teaching and learning approach – visual, auditory & kinaesthetic learning – and making use of music, graphics, actions etc. • Allowing time for processing • “Chunking” instructions • Differentiating and facilitating small reading groups with high interest level reading materials based at appropriate reading ages • revisit, revise, repeat • Giving opportunities for revision and overlearning; strategies to develop 	<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 • Using Take 5 Framework • Using Circle Time to teach and practice social skills • Seating of pupil in a quieter area of the classroom with minimal environmental distractions • Having agreed taught, clear consistent classroom 	<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 cued listening • 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 • Supporting oral presentation with 	<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 with subtitles • Employing a variety of methods for recording information, e.g. computer, diagram, mind map • Involving parents at attendance of meetings/ use of strategies • Good lighting in classrooms 	<p>For pupils 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 • Disabled entrances/ toilet facilities • Checking seating height • Having access to a quiet room • Participating in Sensory Motor Group • Using a Sensory Toolkit/ Sensory Room/pencil grips

	<p>and extend listening and attention</p> <ul style="list-style-type: none"> • Use open and closed tasks matched to the ability of the individual • Using ICT supports such as mind mapping software, predictive word processing • Having some homework electronically available • 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. • Using spelling word banks • Timetabling Paired Reading Programmes/ Reading Partners - peers or parents/ Literacy Mathematics booster groups, Lexia, Accelerated Reading • Providing visual aids (alphabet strip, pocket calendar, table squares calculator, reading ruler etc.) for sequences such as days of the week, months of the year, the alphabet, times tables and number facts • Finger spacing card 	<p>rules, routines and consequences.</p> <ul style="list-style-type: none"> • Putting up a written/ visual timetable at the beginning of the day and talking through • Using auditory/visual indicators to end or change an activity • Using visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hands up, wait, quiet) to show expectations of social behaviours • Providing specific direction, "Put your hands on your knees" 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 • Take Ten programme • Individual work screens • Sit 'n' Move cushions • Organised seating plan and layout that is flexible for appropriate delivery of different activities and allows easy access to resources • Feeling fans • Friendship Tree 	<p>visuals/ kinaesthetically</p> <ul style="list-style-type: none"> • Using visual introductions/ summaries of discussions – mind maps, flow charts, comic strip format, bullet points etc. • Using consistent non-verbal signs for good looking/ good listening look/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 • Reducing background noises and distractions • During story-telling, use who, what, why, when, where with visuals • Having Think, Pair, Share strategy • Using social stories to teach specific scenarios and prepare for change • Providing a Playground buddy/ buddy systems 	<ul style="list-style-type: none"> • Chunking of classroom instructions, using of visual aids and emphasising keywords • Daily checking of homework diaries • Using clear, well-spaced font type (optimum size N14) 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 non slip mat to hold the page) • Modifying workspaces to avoid clutter • Keeping of corridors and thoroughfares free of school bags and clutter • Labelling classrooms and providing clear illustrated information on notice boards and doors • Giving extra time for listening, thinking and responding verbally and in written format • Flexible break/lunch arrangements • Availing of pre/post tutoring in timetabled specific lessons to ensure vocabulary is familiar prior to class work/consolidation • Risk Assessment Plans • Pre/post tutoring for some lessons to ensure consolidation/understanding • Encourage the pupil to specify the detail of what they can/cannot see 	<ul style="list-style-type: none"> • Buddy system • Accessibility Planning in place for environment, curriculum and trips after school trips • Using adaptable PE programmes that support inclusive practice/specialist equipment/learning materials e.g. hoop spacing • Care Plans and Risk Assessments • Sort, clear instructions and visual cues • Have the pupil near an adult for attention and listening when required • Seat away from window facing into room • Slant board/dycem mat • Frequent movement breaks • Hand warm up exercises before/during handwriting • Use of medical room • Put a green dot on the left and red dot on the right hand side of the page • Activities to develop crossing the mid line to support hand/eye, eye/foot coordination
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	<ul style="list-style-type: none"> • Using clear, well-spaced print (optimum size N14) that has good contrast /beige paper • Planning whole school awareness training on Dyslexia • 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; pencil grips • Transition Programmes in preparation for post primary including pupil profile • Using cursive handwriting programme to support motor memory for spelling • Building confidence and motivation and accentuating strengths • Differentiate level of questioning – questioning for understanding • Read for meaning cues • Marking for content rather than presentation • Using mini plenaries to check for understanding / recap at close • Pairing with another peer 	<ul style="list-style-type: none"> • 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 bespoke to school from BSP Team • Using PATHS programme in class • Involving parents - attendance at meeting, training, parent information evenings/home school liaison book • Relaxation breaks - yoga etc. • Notice and comment • Delivering Self Esteem programmes and activities in PDMU and adhering to school’s Pastoral Care Policy • Key liaison staff member for pupils 	<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 Circle Time to teach social skills/ Golden Rules etc. • Providing structure for unstructured times e.g. chess/games break time clubs • Using display/pictorial aids in the canteen and send home menus/ have on website for viewing • Lego therapy club • Providing a Sensory Toolkit .e.g. ear defenders, lap weights • Using a class/ individualise timetable - visual or written • Using visual task plans and frameworks • Planning for whole staff training in ASD • Planning for whole school staff and SLCN • Designated areas in classroom for specific activities • Transition Programmes for moving classes/ school • Talking Partners • Having agreed priority placement in queues - dining hall, assembly • Pupil profile 		
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	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication Needs	Sensory - Hearing and Vision	Physical Needs
Stage One Special Educational Provision Personal Learning Plans with specific targets agreed with parents and pupil Referrals to EA for external Special Educational Provision consulting with Educational Psychology Service as appropriate	All adjustments available within WS Support plus Additional Provision: <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 • Reading Recovery Programme • Providing Maths Recovery small group withdrawal and/or 1 to 1 support such as Numicon or concrete maths activities/resources • Teaching digits in formation groups • Providing 1 to 1 and/or small group support by specialist teacher/CA 	All adjustments available within WS Support plus Additional Provision: <ul style="list-style-type: none"> • Timetabling an adult for a daily one to one Meet and Greet • Creating a personal behaviour book with the pupil and using to teach and reinforce preferred behaviours • Using a designated quiet area for de-escalation after an incident as agreed and recorded in Individual Behavioural Plans • Modelling, coaching and reinforcing social skills • Teaching consequences and pre-agreed strategies that can be used by the pupil to de-escalate, e.g. 	All adjustments available within WS Support plus Additional Provision: <ul style="list-style-type: none"> • Delivering Speech & Language Programme recommended by the pupil's SAL Therapist • Teaching and generalising of strategies to help process information e.g. silent rehearsal, identifying keywords • Stop, Observe, Respond method of support • Set aside regular "Talk Time" on pupil's topics • Using Communicate in Print/Widget to support an individual's spoken language and communication • Specifically designed social skills training sessions, including peer involvement, to support generalisation 	All adjustments available within WS Support plus Additional Provision: <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>	All adjustments available within WS Support plus Additional Provision <p>PUPILS WITH PHYSICAL NEEDS MAY BE KNOWN TO EA SENIS. SCHOOL 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

	<ul style="list-style-type: none"> • Delivering programmes to teach specific strategies to improve organisation • Provision of an individualised comprehensive study pack • Teaching of and using Read, Write, Gold Text Help • Introduction of specific SEN Reading scheme and providing resources for additional home support (e.g. Harberton, Wolf Hill, First Words, Reading Schemes, Rapid Reading, Dandelion Launchers) • Recording homework for pupil that they can stick into their book or the information is recorded/electronically available • Using individualised worksheets adapted to strengths of pupils • Individualised spelling index • Precision Teaching • Targeted working memory programmes • Provide a window frame to help place on the reading page 	<p>listening to music, self- talk</p> <ul style="list-style-type: none"> • Promoting pupil involvement in planning, implementation and review of targets • Risk Assessment and Risk Management Plans • Teaching and using comic strip and social stories in preparation and de briefing sessions • Facilitating timetabled and supervised Brain Breaks/ Brain Stem calming activities • 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 e.g. .Art, play • Pastoral Care Mentoring Programme delivered • Developed independence using regular tasks e.g. line leader • Celebratory events 	<ul style="list-style-type: none"> • Using individually devised transition programmes/ timetable • Having a tent/cushioned area if the pupil requires this • Making a personalised book of social stories and encourage using independently in class • Circle of Friends Programme • Debriefing sessions after specific social activities • Using a personalised home/school diary • Using a workstation and left to right system for activities • Risk Assessments/ Management Plans • Individualised Profile available for substitute staff • Using visuals to teach and enable communication of feelings e.g. anxiety / change card etc. • "I am working for ..." board • Turn taking activities • Using video social stories/role play/social skills picture stories/comic strip • IEP targeting specific skills using small step model and intentional modelling 		<p>basis including OT exercises</p> <ul style="list-style-type: none"> • Participation in Individualised motor skills one to one programme following advice from OT report • Delivering social skills group activities devised to suit the needs of the individual
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	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication	Sensory	Physical Needs
Stage Two Personal Learning Plans with specific targets agreed with parents and pupil Consideration of request for Statutory Assessment consulting with Educational Psychology Service as appropriate	All adjustments available at Whole School and Stage One plus: <ul style="list-style-type: none"> • Support and advice from EA Literacy Service, SENEYIS 	All adjustments available at Whole School and Stage One plus: <ul style="list-style-type: none"> • Support and advice from EA BS Service, SENEYIS and/or HSCT 	All adjustments available at Whole School and Stage One plus: <ul style="list-style-type: none"> • Support and advice from EA Language and Communications Service, SENEYIS, AAIS and/or HSCT 	All adjustments available at Whole School and Stage One plus: <ul style="list-style-type: none"> • Support and advice from EA Sensory Support Service and/or HSCT 	All adjustments at Whole School and Stage One plus: <ul style="list-style-type: none"> • Support and advice from EA SEN Inclusion Service - Learning and Medical Needs, and/or HSCT
Stage Three Personal Learning Plans with specific targets agreed with parents and pupil	All adjustments available at Whole School, Stage One and Stage Two plus: <ul style="list-style-type: none"> • Statement of SEN 	All adjustments available at Whole School, Stage One and Stage Two plus	All adjustments available at Whole School, Stage One and Stage Two plus: <ul style="list-style-type: none"> • Statement of SEN 	All adjustments available at Whole School, Stage One and Stage Two plus: <ul style="list-style-type: none"> • Statement of SEN • Support, intervention or advice from EA 	All adjustments available at Whole School, Stage One and Stage Two plus:

	<ul style="list-style-type: none"> • Support, intervention or advice from EA external agencies • EA funded adult support 	<ul style="list-style-type: none"> • Statement of SEN • Support, intervention or advice from EA external agencies and HSCT • EA funded adult support 	<ul style="list-style-type: none"> • Support, intervention or advice from EA external agencies and HSCT • EA funded adult support • Educational Resource Centre attached to mainstream school 	<ul style="list-style-type: none"> external agencies and HSCT • EA funded adult support 	<ul style="list-style-type: none"> • Statement of SEN • Support, intervention or advice from EA external agencies and HSCT • EA funded adult support
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