

HTPD Provision Map

Communication and Interaction

Universal	School SEND Support	Specialist SEND support	Statutory Assessment
<ul style="list-style-type: none"> Whole School Adaptive Teaching Approach Quality first inclusive teaching (QFT) School SEND Support Catch Up: Time-limited provision for pupils working below age expected levels who are likely to catch up Highly focused lessons, clear modelling of language and explicit teaching of vocabulary Adjusted and visually supported curriculum Focussed questioning Personalised learning targets Modified learning environment at school Partial/shared adult support to promote social skills Visual cues and symbols Adjusted group work within class setting Children prepared for routine changes Comprehensive access to after school clubs and activities Good modelling of appropriate social behaviour, interaction and language Clear, simple and positive instructions TA Support in class where appropriate Appropriate adjustments to spoken and written language, activities and materials in class Clear classroom routines with visual cues EAL catch up time and vocabulary support 	<ul style="list-style-type: none"> Learning Plan Class teacher-led termly Structured Conversations for identified pupils on SEND Register to monitor progress Small working group within classroom using appropriate adjusted materials to address communication needs Some TA support in/out of class using specific resources and pre-teaching when appropriate Widget symbols programme to aid ease with writing Teaching of specific social interaction skills and social language Use of visual communication systems during transition between tasks Alternative vocabulary or repetition of verbal explanations/instructions with visual prompts Adapt and structure the learning and social environment frequently to reduce anxiety Adjusted spoken and written language, activities and materials in class Strategies to build understanding of abstract and figurative language Visual/pictorial timetable Adjusted work with a well-placed TA to advise and read instructions Allowance of extra time to complete work Strategies to develop and extend listening and attention Reading partners, work buddies Alternative forms of recording: scribing, recording and peer support Speech and Language TA staff development Social Skills Group Break time support when appropriate Workstations in classroom or learning area outside classroom for occasional use Outside agencies advice for staff 	<ul style="list-style-type: none"> Learning Plan / SEND Arrangement SENCo led and recorded termly SEND Reviews Teaching strategies which consider specific difficulties with social understanding 1: 1 support in/out of classroom Targeted and well-founded evidence based 1:1 or group intervention A secured, structured and safe learning environment Home School Link Worker support and workshops Multi-Sensory Communication Approach: Sensory Breaks Specific Visual Approaches: comic strip conversation and social stories Targeted small group work within or out of classroom Partial individual work with specific targets Targeted programmes/resources: Zone of Regulation/Talk Boost SLT intervention and support when appropriate Regular and consistent Intervention - minimum of two terms ELKLAN Speech and Language trained TAs who will deliver Colourful Semantics and Shape Coding Access to external involvement for expertise advice: STEPS (LLS), Speech and Language Therapy (SALT) from SCC SW SEND Management Regular Staff INSET/Staff Continued Professional Development (CPD) 	<ul style="list-style-type: none"> Request for Education, Health Care Plan (EHCP) Assessment Highly structured and personalised teaching 1 to 1 TA Support when appropriate Frequent and higher level interventions in place Secure, structured and safe learning environment Home School Communication Individualised Personalised Education Plan, regularly delivered (where appropriate) Personalised transition arrangements Outside agencies expertise advice to gain access to Freemantles/Outreach (ASD Support), SALT and EP Involvement

HTPD Provision Map

Cognition and Learning

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
<ul style="list-style-type: none"> • Whole School Adaptive Teaching Approach Quality first inclusive teaching (QFT) • School SEND Support Catch Up: Time-limited provision for pupils working below age expected levels who are likely to catch up -Little Wandle Phonics • Classroom and whole school environment modified to match learning needs • Explicit modelling: I do, We do, You do • Use of peer support systems – buddies • Classroom groupings and targeted seating arrangements (Spotlighting) • Explicit teaching of vocabulary • Lunch time and before/after school clubs • Strategies to help independent learning: Brain (Self), Buddy (Ask a friend), Bits and Bobs (Use learning aids), Boss (Ask Class Teacher) • Use of adapted language in the classroom • Use of visual resources/timetables/word maps • Use of classroom working walls, displays and resources • Learning through manipulatives, games and activities • Computer access • Lessons are highly focused with 'sticky knowledge' identified in planning • Quality and informative marking and verbal feedback • Flexible and effective grouping: strategies such as pairing and good modelling • Allow extra time and support when appropriate • Teacher to give further input for a child with identified needs • All staff use regular encouragement and praise to engage, motivate children and to maintain high self esteem • ICT support Programmes: Nessy (Literacy), TTRockstar (Maths) • Risk assessment for outings and trips • Reception area offer free-flow access to indoor and outdoor learning areas to a wide range and variety of activities • Regular monitoring of provision 	<ul style="list-style-type: none"> • Learning Plan • Class teacher led termly Structured Conversations for identified pupils on SEND Register to monitor progress • Appropriate modification to all learning environment in/out of classroom • Additional adult support in small group • Individual arrangements made for seating and grouping • Explicit Home School communication • Child and parents' partnership • Pre/post teaching and repetition • Home learning support • Trained/skilled staff: TA/HLTA/EAL in/out of class support • Small group literacy/maths support • Use of specific teaching -Little Wandle • Well-founded evidence based interventions- Early Maths • Widgit/ vocabulary support • A minimum of 2 term cycle of regular and consistent intervention • Staff INSET and continuous Staff Continued Professional Development (CPD)specific needs and barriers to learning • Multisensory teaching approach • Outside Agencies Expertise advice when appropriate • Specific Learning Resources/prompts • Good and comprehensive transition plans • Specific Workstations when required • Makaton used in class 	<ul style="list-style-type: none"> • Learning Plan / SEND Arrangement • SENCo led termly SEND Reviews • Teaching strategies which consider specific individual learning needs • 1: 1 support in/out of classroom long term provision and relative to need • Access individual timetable - Daily Reading • Daily Spelling/Writing Booster • Daily Phonics Booster • Daily Maths Booster • A secured, structured and safe learning environment • Adjusted curriculum to help accessing and understanding through first hand sensory or physical experiences in order to connect/generalise and connect concepts • Coloured overlays to aid reading • Barrington Stoke dyslexic friendly reading texts • Provide alternative means to access literacy and numeracy tasks such as recording devices, scribes, paired working, computer software and laptops, overlays • Intervention programmes such as Precision Teaching and Black Sheep Resources • Access to external involvement for expertise advice: STEPS (LLS), Speech and Language Therapy (SALT) 	<ul style="list-style-type: none"> • Request for Education, Health Care Plan (EHCP) Assessment • Learning Plan and SEND Arrangement • SENCo led termly SEND Reviews • Annual Reviews after successful EHCP assessment • Highly structured and personalised teaching environment • Personalised transition support arrangement at school • Frequent and higher level interventions in place • Secure, structured and safe learning environment • Personal Education Plan if necessary • Home School Communication Book or email arrangement • Outside agencies expertise advice to gain access to Freemantles/Outreach (ASD Support), STEPS, SALT and EP Involvement

HTPD Provision Map

Social, Emotional and Mental Health

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
<ul style="list-style-type: none"> • Whole School Approach • Regular Safeguarding Training • Quality first inclusive teaching (QFT) • Highly focused lessons • Assemblies • HTPD ethos • Nurturing, praise and encouragement • Headteacher awards and reward systems • Circle time/PSHE and Thoughtful Time • Clear time table and expectations • Seating arrangement • Transition Visit before moving up a year group • 2 new to School Days /Year 3 Transition visits • Celebration Evenings • Adjusted curriculum to motivate learning and to minimise emotional, social and behavioural difficulties • Brain breaks • Social stories • Individual reward charts • Visual cues • Modified learning environment at school • Partial shared adult support in class • Good understanding of level of needs from staff • Clear emotional language (Zones of Regulation) • Pre teaching and manageable instruction during input • Make explicit links to prior learning • Review key learning points throughout less • Alternative ways to record learning such as diagrams, mind maps and voice recorders • Easy access to learning aids such as writing frames, alphabetstrips, numberlines, keys words prompts • Consistent behaviour management by all staff such as regular reinforcement of positive behaviour • Regular communication of identified children at weekly staff briefing • Use of peer support systems - Peer mediation 	<ul style="list-style-type: none"> • Learning Plan • Class teacher led termly Structured Conversations for identified pupils on SEND Register to monitor progress • Appropriate modifications to all learning environment in/out of classroom • Identified safe space within school building • Workstation within classroom • Whole class approach to develop social and emotional well-being and ability to co-operate with code of conduct and expectations • Calm and consistent approaches to manage behaviour by all school staff • Multisensory calming approaches/breathing techniques • A clear and consistent applied hierarchy of rewards and sanctions • Additional adult support in small group • Social engineering for pre break and lunch time • Circle of Friends approach • Home School Link Worker Involvement/Workshops • Zone of Regulation Approach – 5 point scale • Individual arrangements made for seating and groupings to facilitate appropriate social contact and easy access to CT/TA support and learning aids • Explicit Home School communication (Home/School Book) • Sensory diet • Nurture group/ social skills • Child and parent partnership • Flexible and effective grouping: strategies such as pairing and good modelling • Increasing adjustment of activities and materials to help accessing curriculum • Pre teaching and repetition to maintain emotional well being • A minimum of 2 terms cycle of regular and consistent intervention • Staff INSET and continuous Staff Continued Professional Development (CPD) for specific needs 	<ul style="list-style-type: none"> • Learning Plan/ SEND Arrangement • SENCo led termly SEND Reviews • Timetable adjustments • 1: 1 support in/out of classroom • Behavioural ABCC Log • Visuals/ now and next board • Targeted and well-founded evidence based 1:1 or group intervention • Lunchtime support • Social /emotional support • ELSA support • Alternative therapeutic input • A secured, structured and safe learning environment • Access to external involvement for expertise advice: Educational Psychologist, CAMHS, STEPS (Behavioural Support), Speech and Language Therapy – Social Language (SALT) from SCC SW SEND Management 	<ul style="list-style-type: none"> • Request for Education, Health Care Plan (EHCP) Assessment • SENCo led termly SEND Reviews • Annual Reviews after successful EHCP assessment • Highly structured and personalised teaching environment/timetable • 1:1 personalised level of care and support with TA • Personalised transition support arrangement at school • ELSA and pastoral support • Secure, structured and safe learning environment • PEP when necessary • Alternative Provision at Nurture farm, Mane chance, A2E • Home School Communication • Access to external involvement for expertise advice: Educational Psychologist, CAMHS, STEPS (Behavioural Support), Speech and Language Therapy – Social Language (SALT) from SCC SW SEND Management

HTPD Provision Map

Physical and Sensory

Universal	School SEND Support	Specialist SEND support	Statutory Assessment
<ul style="list-style-type: none"> • SCC Sensory Support Team equipment and resources • Communication and Interaction support when appropriate • Social, Emotional and Mental Health Support when appropriate • Staff Development in school setting when appropriate from Qualified MSI, HI and VI Teachers • Adapted curriculum to enable access for PE, practical subjects and school trips • Risk assessment and care plans • <u>Multiple Sensory Impairment (MSI)</u> • Health Professionals involvement • Possible mobility training and strategies to enhance access in classroom and orientation around school • <u>Hearing Impairment (HI)</u> • Awareness of speech development and oral expression including sentence structure/vocabulary & grammar • Specialist HI Speech and Language Therapist Involvement • <u>Vision Impairment (VI)</u> • Special Equipment from Ophthalmologist • Enlarged copies of text • <u>Physical and Medical</u> • Health Care/Medical Plan at school • Staff development from specialist health care professionals • Accessibility Plan • Portable ramp • Writing slope -Move “n” Sit wedge/wobble cushion -Easy grip handwriting pens/pencils -fiddle toys 	<ul style="list-style-type: none"> • Trained Support to access curriculum • Preparation of additional curriculum materials • Suitable lighting and seating for specific tasks • Support during unstructured school day, practical lessons, school trips and off site curriculum • Involvement of therapists and a range of health professionals when appropriate • Sound Field System in classrooms • Emotional Support for self-esteem and confidence • Classteacher led Termly Structured Conversation with parents/carers • Write from the Start • OT Resource pack • Fine Motor Group /gross motor skills intervention • Gross Motor Group • Touch typing group • Handwriting • Sensory diet 	<ul style="list-style-type: none"> • Termly SEND Review with parents/carers, SENCo and possible outside agencies • High level of trained support to access curriculum • Preparation of additional curriculum materials and a high level of curriculum adjustment for need • Aspects of a specialised curriculum • Strategies to enhance accesses in classroom and orientation around school (suitable lighting and seating, suitable work areas and access in school building and within school ground) • Modified methods of communication and/or communication support • Pre and post teaching of new key vocabulary and concepts • Support during unstructured school day, practical lessons, school trips and off site curriculum • Staff development in school setting when appropriate from Qualified MSI, HI and VI Teachers • Long term assessment and involvement from HI, VI dependent on areas and level of needs • Completion of risk assessments and may require intimate care plans and training/advice from Advisory Teacher (Physical and Medical) • Sound Field System in classrooms, low vision aids and assistive technology when available • SALT involvement, advice and consultation with specialist HI SLT (HI) • 1 to 1 or small group teaching using flexible grouping strategies • Access to appropriate evidence based interventions last a minimum of two terms 	<ul style="list-style-type: none"> • Termly SEND Reviews with parents/carers, class teacher, SENCo and possible outside agencies • EHCP Annual Review • Constant level of trained support to access curriculum • Highly adjusted curriculum in all areas of learning • Strategies to enhance accesses in classroom and orientation around school (suitable lighting and seating, suitable work areas and access in school building and within school ground) • Modified methods of communication and/or communication support • Support for planned social interaction and independence • May require support to manage equipment • Multi-disciplinary approach required • Sound Field System in classrooms, low vision aids and assistive technology when available • Augmentative and Alternative Communication Technology may be used if recommended by outside agency • Access to good speech models, auditory training and visual reinforcement and possible signed communication (HI) • Regular SALT involvement, advice and consultation with specialist HI SLT (HI) • May require additional time out of whole group setting • Access to evidence based intervention

HTPD Provision Map

This document outlines the provision available at Holy Trinity Pewley Down School to meet the needs of our children. It follows a graduated response approach that is in line with the Surrey SEND Local Offer.

HTPD provides an adaptive teaching approach and comprehensive range of intervention and provision, on and off site where applicable, to keep in line with current Department of Education guidelines. IT equipment is provided to vulnerable pupils if needed, to ensure virtual/remote lessons, provision and intervention are efficient. SEND meetings and some outside agencies sessions are offered both face to face, virtually or on a blended approach.

The school has a thorough SEND/Pastoral Process to ensure pupils identified with needs are well supported.

Universal:

HTPD offers whole class approach of adaptive teaching to all pupils regardless of their individual needs. We provide inclusive Quality First Teaching (QFT) that considers the learning needs of all children at the school.

School SEND Support and Specialist SEND support:

Ordinarily Available Provision (OAP) contains a range of additional targeted interventions that are for children who are not progressing sufficiently with universal QFT and need extra and targeted support. The class teacher/parent and SENCo identify these children through on going assessment and tracking using Edukey Provision Map and Insight. The Class Teacher will set up a Learning Plan for children with SMART targets, success criteria, provisions and clear outcomes to record their progress. Children on the SEND Register with a Learning Plan will have termly class teacher led Structured Conversations to review and monitor their progress. The school may consult specialist agencies for advice. Pupils do not need to meet SEND Code of Practice criteria or be on the SEND register to access some interventions from the list.

Individual or small group targeted intervention programmes may be provided for children on the SEND register who are identified as needing additional and/or personalised support. These children will have a Learning Plan and termly SENCo led SEND Reviews to monitor their progress. School may access specialist involvement from outside agencies for expertise and advice.

Statutory Assessment and Support:

A request for an Education, Health Care Plan (EHCP) Assessment may be considered when a pupil's profile of special needs is preventing him/her from accessing curriculum and is still not making progress despite an intensive person-centred SEND Arrangement. This support arrangement includes evidence-based interventions and a high level of individualised adult support.