

Godalming Junior School

SEN PROVISION MAPPING INFORMATION

This policy was reviewed: November 2018

This policy will be reviewed next: November 2019

This document contains important information on how special educational needs (SEN) are provided at Godalming Junior School. The SEN Policy has been updated to reflect changes which have come into effect from September 2014.

There are three main stages of provision:

Wave 1 is the SEN offer available to all. It is universal and part of our daily quality first and inclusive teaching. These needs are addressed in the classroom by our class teachers; every teacher is a teacher of special educational needs.

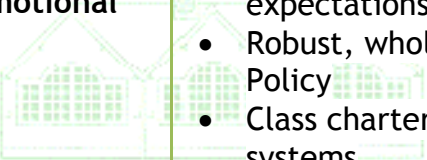
Wave 2 provisions are additional, targeted interventions, often provided for a short term and to groups of children with similar needs. The aim of these groups is to accelerate the progress of these individuals in order for them to 'catch up' with their peers.

Wave 3 interventions are provisions often given only to one or two specialist children at any time, with a clear focus on maximising their potential.

In accordance with the Code of Practice 2014, there are four main areas of SEN. These are: Cognition and Learning, Communication and Interaction, Social, Mental and Emotional Health and Sensory and Physical needs. The provision map below addresses how these categories of SEN are represented at each stage or wave.

PROVISION MAPPING

Area of Need	Wave 1	Wave 2	Wave 3
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Relevant and engaging curriculum. • Differentiation of all learning and activities carefully planned to address the needs of the children. • Visual aids, modelling and demonstrations • Visual timetables • Learning Support Assistant (LSA) supports delivery of all core curriculum lessons in class • Access to word processors, laptops and learning pads • Focused small group work with Teacher/LSA • Differentiated guided reading • Paired reading • Individual reading with an adult • Writing frames, guided writing • Phonics and differentiated spelling • Next steps targets set • Outdoor learning environment • Interactive whiteboards • Classroom rules and conduct displayed which link to the whole school behavioural policy 	<ul style="list-style-type: none"> • SEND Support Plan written • Word banks and vocabulary lists to support • Booster literacy groups • Booster maths groups • LSA led interventions in reading/phonics/writing/maths/memory skills including pre-teaching. • Daily reading support • Catch up reading materials • SNAP Maths • Success@Arithmetic • Numicon • Accelerated / Accelerwrite • VCOP visual aids for assistance in Literacy • Non Nonsense Phonics intervention 	<ul style="list-style-type: none"> • Access to advisory teachers & specialist services e.g. SALT, VI, OT • 1:1 LSA and SENDCo support • ICT spelling and reading support • Specialist dyslexia support programme • 5 Minute phonics box 1:1 • 5 Minute numeracy box 1:1 • Toe by Toe 1:1 • Word Wasp 1:1 • Precision teaching • Wave 3 Literacy programme • Wave 3 Maths programme • 1:1 tuition • Coloured paper, overlays, enlarged text and individual copies of texts • Use of ICT programmes • EHCP and 1:1 LSA support • Input from Outreach service (Gosden House)
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, delivery, activities eg. modified language, slower delivery, shorter / chunked tasks 	<ul style="list-style-type: none"> • In class support from LSA • Language groups • ELKLAN trained TAs to offer group support 	<ul style="list-style-type: none"> • Speech and Language (SaLT) programme • Individual and personalised visual prompts to explain emotions and

	<ul style="list-style-type: none"> • Regular opportunities for paired and group work • Role modelling of appropriate language • Visual timetables • Use of symbols • Structured school and class routines • Increased visual aids and modelling • Range of questioning used 	<ul style="list-style-type: none"> • Pre teaching of key vocabulary • Word banks and lists • Additional visual prompts e.g. Now and Next cards • Talk tins/recorders to record ideas • Additional time to complete tasks 	<p>needs.</p> <ul style="list-style-type: none"> • 1:1 specialist teaching by SENDCo/LSA • ELKLAN trained TAs to offer 1:1 support • Access to specialist SaLT service • Input from Outreach service (Freemantles) • Use of ICT • Task cards • Access to OT • Lego / construction therapy
<p>Social, Mental and Emotional Health</p> 	<ul style="list-style-type: none"> • Positive attitudes, praise and high expectations • Robust, whole school Behaviour Policy • Class charters, rules and reward systems • Supportive seating arrangements • Well planned weekly PSHE lesson • Circle Time • Healthy schools agenda • Learning Mentors and classroom buddy system • Access to school clubs • House system • Class and whole school Assemblies • Responsibility and leadership opportunities 	<ul style="list-style-type: none"> • Actively encourage attendance in clubs and after school activity programmes • Friendship mentors and buddy system • Lunchtime nurture group • LSA led social skills groups • Adapted behavioural system • Modification to classroom environment to maximise learning 	<ul style="list-style-type: none"> • Additional 1:1 playground support • Social skills training, Circle of Friends • Learning Mentor • Anger management training • Support from the Educational Psychology service • Support from advisory services • Social stories, Comic strip stories • Individual Behaviour Plan • Lego / construction therapy • Transition plan • Emotional Literacy Support Assitants (ELSAs) available to offer 1:1 support • Home School Link worker to offer support to pupils and families • CAMHS referral
<p>Sensory and / or</p>	<ul style="list-style-type: none"> • Flexible teaching 	<ul style="list-style-type: none"> • Additional handwriting exercises 	<ul style="list-style-type: none"> • Individual support in PE and in

Physical	arrangements <ul style="list-style-type: none"> • Staff aware of impairment • Medical support • Modified worksheets • Outdoor leaning opportunities • Sensory areas of playground • Access to appropriate furniture and environment • High quality resources readily available, labelled and organised to promote independence. • Lessons maximise active learning and provide time for movement breaks, discussion and thinking time. 	<ul style="list-style-type: none"> • LSA/Teacher led handwriting group • Use of writing slope • Use of pencil grips • Access to modified furniture and any additional specialist resources e.g. chair wedge • Medical plans • Personal Evacuation plans 	class <ul style="list-style-type: none"> • Physiotherapy programme • Enlarged text • Access to ICT, keyboard skills training, learning pads available • Occupational Therapy programme and resources • Speech therapy programme • Gross Motor skills programme • Fine Motor skills programme • Lego / construction therapy • Physical and Sensory service referral.
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