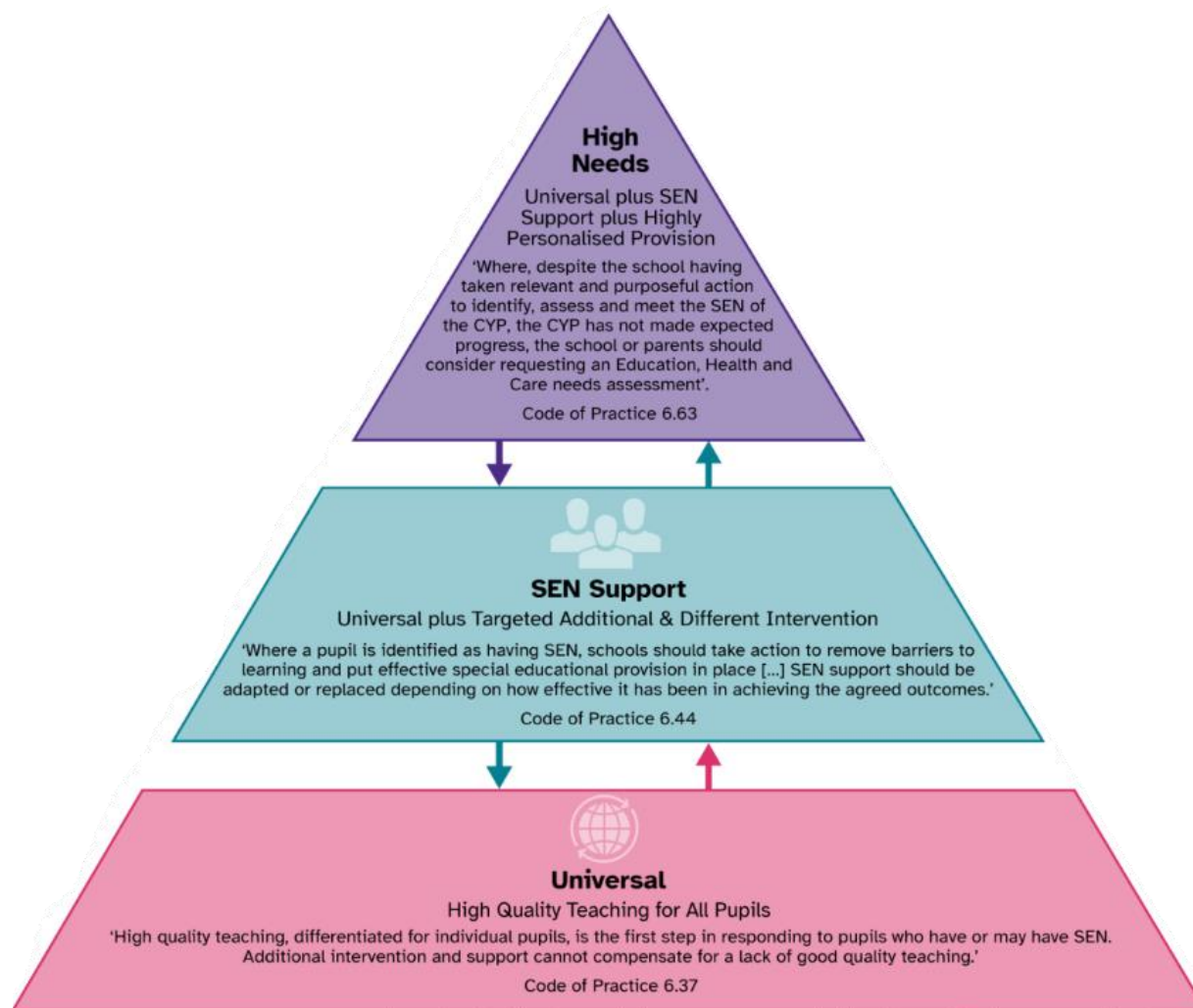


Provision Map and Graduated Response



The needs of all children are met through a graduated response, starting at a 'Universal Level' through high quality teaching adapted to meet a range of learning needs.

When learning needs are not able to be met through high quality teaching, and a child is not making progress, further assessment may be needed to identify specific barriers to learning. A pupil may need 'SEN Support', in addition to the universal provision available to all pupils, to overcome identified barriers to learning.

In some cases, pupils needs may be complex and they may require 'High Needs' support through an Education, Health and Care assessment.

To Identify additional learning needs, learning need is broken down into the 4 broad areas of Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social, Emotional and Mental Health (SEMH).

Cognition and Learning	Communication and Interaction
<p>Support for Cognition and Learning difficulties is needed when children and young people learn significantly more slowly than their peers, even with scaffolding. Identified needs may range from moderate (MLD) to severe (SLD), requiring support in all curriculum areas, to profound and multiple (PMLD), involving severe learning difficulties in addition to physical or sensory impairments. Specific learning difficulties (SpLD) affect particular aspects of learning, including conditions like dyslexia, dyscalculia, and dyspraxia.</p>	<p>Children and young people with speech, language, and communication needs (SLCN) struggle to communicate due to difficulties in expressing themselves, understanding others, or using social communication rules. Each child's SLCN profile is unique and may change over time, affecting various aspects of speech, language, or social communication at different stages. Those with ASD, including Asperger's Syndrome and Autism, often face challenges with social interaction, language, communication, and imagination, impacting their relationships with others.</p>
Sensory and Physical	Social, Emotional, Mental Health (SEMH)
<p>Some children and young people need special educational provision due to disabilities that prevent or hinder their use of standard educational facilities. These difficulties can vary with age and may change over time. Many with vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI) require specialist support, equipment, or habilitation assistance. MSI involves both vision and hearing difficulties. Additionally, those with physical disabilities (PD) often need ongoing support and equipment to access the same opportunities as their peers.</p>	<p>Children and young people can face various social and emotional difficulties, such as withdrawal, isolation, or displaying challenging, disruptive or disturbing behaviour. These reflect underlying mental health issues like anxiety, depression, self-harm, substance misuse, eating disorders, or unexplained physical symptoms. Others may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p>

Learners may have needs across more than one category and certain conditions may not fall neatly into one area of need.

Available Provision at Castle Primary School

Cognition and Learning		
Universal	SEN Support	High Needs
<ul style="list-style-type: none"> • Knowledge and understanding of barriers to learning • Knowing pupil starting point and next steps to develop learning • Consistent High Quality Teaching • Activate prior learning • Teaching using a multisensory approach • Teaching is sequential build on what the pupil knows • Model, scaffold to independence • Use of effective questioning • Regular assessment informing next steps • Opportunities for partner talk • Dialogue with parents and carers • High expectations • Success criteria • Visual dictionaries and word mats • ICT to support learning • Writing scaffolds and sentence stems • Manipulatives • Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) 	<p>Targeted interventions in small groups or one-to-one using evidence-based learning principles such as:</p> <ul style="list-style-type: none"> • Sound Linkage- A cumulative multisensory phonological awareness programme. • Unlocking letters and Sounds 1:1 targeted intervention- 5 mins daily • Precision teaching- daily 10 min sessions • Individualised Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention 3 x 30 mins sessions for 10 wks • Spelling Detectives- 3 x 30 mins for 10 weeks • Number detectives- 3 x 30 mins for 10 weeks • Bradford small group or 1:1 memory games 	<p>A highly personalised curriculum delivered in line with recommendations from an EHCP. This may include:</p> <ul style="list-style-type: none"> • Intensive 1:1 and group support using strategies at SEN Support for core and foundation subjects • Targeted learning Support from Educational Psychology (EP) • Short burst learning

Communication and Interaction		
Universal	SEN Support	High Needs
<ul style="list-style-type: none"> • Dialogue with parents and carers • Differentiated curriculum planning • Modelled speech/language- sentence stems • Modelled interaction • Targeted questioning • Talk partners • Group work • Visual aids/timetables /Key words/word banks created from Widget • Drama activities • Sequencing activities • Simplified Language • Social stories • Inclusive communication 	<p>Targeted interventions in small groups or one-to-one using evidence-based learning principles such as:</p> <ul style="list-style-type: none"> • Lego Therapy • Talkabout Social Communication • Talkboost • WELLCOMM Speech and Language toolkit and intervention • Targeted work from Speech and Language therapy – Black Sheep 	<p>A highly personalised curriculum delivered in line with recommendations from an EHCP. This may include:</p> <ul style="list-style-type: none"> • Individual visual timetables • Individual visual communication system • Targeted work from Speech and Language therapy – Black Sheep • ASD Outreach support • Speech and Language Therapy blocks • Attention Bucket

Sensory and Physical

Universal	SEN Support	High Needs
<ul style="list-style-type: none"> • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks • Classrooms have age appropriate furniture and environments • Visual prompts, pictures and IT used to aid learning • Alternatives forms of recording • High quality resources are readily available and organised to enable independence • Seating plans • Wobble or wedge seating cushion • Writing slope/ pencil grips • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning • Outdoor learning opportunities • Forest School • Classrooms free from clutter 	<p>Targeted interventions in small groups or one-to-one using evidence-based learning principles.</p> <ul style="list-style-type: none"> • Occupational Therapy assessment, recommendations and support plan. • Physiotherapy assessment, recommendations and support plan. • Gross motor skills programme • Fine motor skills programme • Dance Mat touch typing • Sensory Circuits • Professional advice around physical access to the school from AAT • Access to dedicated laptop or ipad to record work 	<p>A highly personalised curriculum delivered in line with recommendations from an EHCP. This may include:</p> <ul style="list-style-type: none"> • Individual work station • Social stories/Sensory stories • Comic Strip Conversations • Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team • Individual support with self-care where appropriate

Social, Emotional, Mental Health (SEMH)		
Universal	SEN Support	High Needs
<ul style="list-style-type: none"> • Communication and relationships with parents and carers • Whole class strategies: safe, predictable classroom, growth mindset, Zones of Regulation, calming & relaxation activities • Individual strategies- classroom role/responsibility • Positive language scripts • Problem-solving approach • PSHE teaching through SCARF • Whole school assemblies and celebration • Team point system • Praise and high expectations • Access to safe spaces • School Therapy dog-Ralph 	<p>Targeted interventions in small groups or one-to-one using evidence-based learning principles.</p> <ul style="list-style-type: none"> • Daily check-in, meet and greet • Talkabout intervention- social skills, friendships, self-awareness and self-esteem. • Individual reward system & behaviour logs • Lunch club • Structured and supported play opportunities • Transition support • ELSA • Time with an emotionally available adult • Personalised visual supports and strategies • Nurture group provision 	<p>A highly personalised curriculum delivered in line with recommendations from an EHCP. This may include:</p> <ul style="list-style-type: none"> • Individualised work station • Individual social stories to teach specific social skills • Targeted work from –CAMHS, Educational Psychology, PFSA, • Individual strategies and resources • Support to co-regulate