



## Foxyards Academy SEND Provision: Whole School Provision Map

<b>Communication and Interaction</b>		
<b>Wave 1 Universal Quality First Teaching</b>	<b>Wave 2 Targeted Small group</b>	<b>Wave 3 Specialist Individual Support</b>
<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Differentiated curriculum</li> <li>Regular progress tracking / meetings and adaptation of lesson content, delivery and resources.</li> <li>Word Mats</li> <li>Talk Partners</li> <li>Votes for School</li> <li>Visual timetables</li> <li>Key words/word banks</li> <li>Structured routines</li> <li>Drama activities</li> <li>Sequencing activities</li> <li>Additional processing time</li> <li>Simplified language</li> <li>A range of questions used so children develop and give better answers</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teaching of vocabulary</li> <li>Nurture group (social skills and self-esteem)</li> <li>Communication book activities</li> <li>Additional TA / CT or whole staff training e.g. ASD</li> <li>Safe place / Time Out space</li> <li>Modifications made to classroom environment.</li> <li>Concerns Skills Profile completed by SENCO and targets and strategies for CT / TA.</li> <li>Play Therapy</li> <li>Lunchtime Nurture group</li> <li>Talking Tins</li> <li>WellComm</li> <li>Neli</li> <li>Lego Club</li> <li>Barrier games</li> </ul>	<ul style="list-style-type: none"> <li>Educational Psychology: Advice, assessment and / or intervention</li> <li>SALT: Advice, assessment and / or intervention</li> <li>Autism Outreach: Advice, assessment and / or intervention.</li> <li>Autism Outreach Parent courses.</li> <li>Referral to CAMHS</li> <li>Leaflet regarding SENDIAS: Information, courses and drop in sessions.</li> <li>Further assessment by SENCO</li> <li>IPM targets and strategies</li> <li>1 to 1 / small group SEN intervention time.</li> <li>Support during unstructured times.</li> <li>Circle of Friends</li> <li>Social Stories</li> <li>Support for Transition</li> <li>SATs access arrangements</li> <li>Individual visual timetables</li> </ul>



- Opportunities for individual, pair, group, or whole class working
- Regular communication through informal and formal meetings eg parents evenings
- Class and special assemblies

- Individual visual communication system
- Targeted work from Speech and Language therapy
- Language for Thinking



## Cognition and Learning

Wave 1 Universal Quality First Teaching	Wave 2 Targeted Small group	Wave 3 Specialist Individual Support
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated curriculum</li> <li>• Differentiated phonics groups</li> <li>• Regular assessment</li> <li>• Y1 phonic screening</li> <li>• Regular progress tracking and adaptation of lesson content, delivery, and resources.</li> <li>• Increased visual aids.</li> <li>• Visual timetables</li> <li>• Writing frames</li> <li>• Word banks/word mats</li> <li>• Number lines, 100 squares, Numicon (maths)</li> <li>• ICT to support learning</li> <li>• Challenge tasks</li> <li>• Strategies for Autistic Spectrum Disorder (ASD),</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Specific Learning Disorders eg (Dyslexia) (SpLD)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group intervention for pre-teaching and re-visiting</li> <li>• Read, Write Inc.</li> <li>• Termly assessment of phonics and High Frequency words</li> <li>• Paired reading</li> <li>• SPaG (Think and Link)</li> <li>• Running record</li> <li>• Y2 phonic screening</li> <li>• Concerns Basic Skills profile completed by SENCO.</li> <li>• Colourful Semantics</li> <li>• Precision Teaching</li> <li>• Additional Phonics intervention</li> <li>• Additional reading / comprehension</li> <li>• Additional handwriting intervention</li> <li>• Phonics booster group</li> <li>• Auditory memory skills</li> <li>• Targeted in class support throughout lessons</li> <li>• Pre-teaching Maths by TA.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychology: Advice, assessment and / or intervention</li> <li>• Learning Support: Advice, assessment and / or intervention</li> <li>• Learning Support / Educational Psychology: Dyslexia Screening.</li> <li>• Dyslexia Lessons by BDA Approved Specialist Teacher</li> <li>• Daily Multisensory Phonic reading cards</li> <li>• Daily SOS spelling</li> <li>• Daily Precision Teaching</li> <li>• Additional Phonics intervention</li> <li>• Additional reading.</li> <li>• Additional handwriting intervention</li> <li>• Support for Transition</li> <li>• Leaflet regarding SENDIAS: Information, courses and drop-in sessions.</li> <li>• SATs access arrangements.</li> <li>• Nesy Reading and Spelling</li> <li>• Nesy Typing Tools</li> <li>• Nesy Dyslexia screening</li> <li>• Toe by Toe</li> <li>• Peri- peri teaching</li> </ul>



- All children's progress and attainment is assessed and tracked throughout the year.

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## Social, Emotional and Mental Health Difficulties

Wave 1 Universal Quality First Teaching	Wave 2 Targeted Small group	Wave 3 Specialist Individual Support
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated curriculum</li> <li>• School behaviour policy</li> <li>• Circle Time</li> <li>• Regular progress tracking and adaptation of lesson content, delivery, and resources.</li> <li>• Stickers / rewards / reward charts.</li> <li>• PSHE</li> <li>• Buddies</li> <li>• Time out</li> <li>• Timers and stress relievers</li> <li>• Now and next boards</li> <li>• Visual timetables</li> <li>• Emotion/social resources</li> <li>• Sensory resources</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Boxall Profile</li> <li>• Signpost to Parenting Courses</li> <li>• Circle of Friends</li> <li>• Social Skills intervention/Friendship Skills/Self Esteem groups</li> <li>• Play Therapy</li> <li>• Nurture Group</li> <li>• Resources</li> <li>• Safe place / Time Out space</li> <li>• Additional support at breaktime</li> <li>• OPAL</li> <li>• Modifications made to classroom environment.</li> <li>• Individual learning breaks</li> <li>• IBP targets and strategies.</li> <li>• Home school communication sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional Literacy programme (ELSA support)</li> <li>• Sycamore Outreach: Advice and / or intervention Educational Psychology: Advice, assessment and / or intervention</li> <li>• Cherry Tree Learning Centre (CTLIC): Advice, assessment and / or intervention.</li> <li>• Referral to CAMHS/Paediatrician</li> <li>• Targeted work from CAMHS and EP.</li> <li>• Individualised TA support</li> <li>• Supported by staff during unstructured times.</li> <li>• Social skills / co-operative play small group with support</li> <li>• Individual work station</li> <li>• Support for Transition</li> <li>• Leaflet regarding SENDIAS: Information, courses and drop in sessions.</li> <li>• IBP targets and strategies.</li> <li>• Reduced Timetable (RIPE)</li> <li>• SATs access arrangements.</li> <li>• Daily home school contact.</li> <li>• Frequent learning breaks</li> <li>• Nurture groups</li> </ul>



- Social stories to teach specific social skills



## Sensory and / physical needs

Wave 1 Universal Quality First Teaching	Wave 2 Targeted Small group	Wave 3 Specialist Individual Support
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated curriculum</li> <li>• Regular progress tracking and adaptation of lesson content, delivery, and resources.</li> <li>• Curricular activities suitable for all Extra-curricular activities suitable for all.</li> <li>• Medical Policy and Procedures</li> <li>• Fine motor exercises</li> <li>• Fidget tools</li> <li>• Pencil grips</li> <li>• Workstation</li> <li>• Additional movement breaks</li> <li>• School building accessible for all</li> <li>• Classrooms have age-appropriate furniture and environments</li> <li>• Visual prompts, pictures and ICT used appropriately to aid learning</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist equipment</li> <li>• Pencil grips</li> <li>• Coloured overlays</li> <li>• Lap weights</li> <li>• Sloping boards for desks</li> <li>• Adapted cutlery</li> <li>• Fidget kits</li> <li>• Balance boards</li> <li>• TA support.</li> <li>• Gross motor programmes (Get moving)</li> <li>• Fine motor programmes</li> <li>• Large keyboard for computer work</li> <li>• Additional handwriting intervention.</li> <li>• School Health Advisor: Advice, assessment and / or intervention.</li> <li>• Adaptation of environment</li> <li>• Individual target plan</li> <li>• Lego Club</li> <li>• Jabadoo</li> </ul>	<ul style="list-style-type: none"> <li>• PIMIS: Advice, assessment and / or intervention.</li> <li>• HI / VI: Advice, assessment and / or intervention.</li> <li>• PT / OT: Advice, assessment and / or intervention.</li> <li>• School Health Advisor: Advice, assessment and / or intervention.</li> <li>• Cherry Tree Learning Centre (CTLC : Advice, assessment and / or intervention.</li> <li>• Individualised Physical exercise programmes.</li> <li>• Specialist equipment and adaptation of environment.</li> <li>• Specialised support from staff</li> <li>• Support during unstructured times.</li> <li>• Specialist TA / CT / Whole staff training</li> <li>• Care Plan</li> <li>• Risk assessment</li> <li>• PEEP</li> <li>• Get Moving</li> <li>• Handwriting intervention.</li> <li>• Transport</li> </ul>



<ul style="list-style-type: none"><li>• High quality resources are readily available, organised to enable independence</li><li>• Seating plans or group tables are used</li><li>• Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</li><li>• Outdoor learning opportunities</li></ul>		<ul style="list-style-type: none"><li>• Leaflet regarding SENDIAS: Information, courses and drop in sessions.</li><li>• SATs access arrangements.</li><li>• Nessy Typing</li><li>• Individual work station</li><li>• Social stories</li><li>• ICT program to develop keyboard skills</li></ul>
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