



Tadley Primary School

Learning for life

**Special Educational Needs
Guidance and Provision Map**

Introduction

At Tadley Community Primary School we are committed to offering a fully inclusive curriculum, which embeds our values of kindness, pride, community and diversity. We are proud of our diverse community and we strive to ensure each and every child achieves their full potential.

For children with identified Special Educational Needs and/or Disabilities (SEND), we are dedicated to ensuring that they can access appropriate learning opportunities, and we aim to intervene and support both the child and their family, as quickly as possible. We endeavour to support every child and their individual needs and specific barriers to learning through focused Quality First Inclusive Teaching, which we know gives each child the best possible outcomes in their educational journey. We also work hard to build strong relationships with local nurseries, pre-schools and secondary schools alongside our families to ensure smooth transitions at key curriculum points and a consistent, child-centred approach to the support they receive.

Our Wellbeing Hub is a welcoming, safe space that provides children with SEND (and others who may need support) a comfortable place to use throughout the day. Our experienced SEND Support team consists of our SENCO, an ELSA and a Pastoral Lead who work together alongside our dedicated and skilled team of Learning Support Assistants to respond effectively to a child's needs and adapt support to suit all learners. The provision from our team consists of in-class support, individualised and group interventions, whole school staff CPD and break/lunch time support.

We work closely with outside agencies such as Educational Psychologists (EP), Speech and Language Therapists (SaLT), Primary Behaviour Support (PBS), outreach from specialist schools, Specialist teachers for hearing impairment, the communication team and Child and Adolescent Mental Health Services (CAMHS). This ensures a child's needs are being met across all levels of support.

Many children will need extra support with their learning and/or emotional needs at some point, but this does not necessarily mean that they have a special educational need and/or disability. Therefore, it is important to take a graduated approach to a child's needs in partnership with the parents.

Special provision should be made for children with SEND. Sometimes this may only be for a short time and sometimes support will be needed for the whole of someone's life.

What is Quality First Inclusive Teaching?

Teachers are responsible for the progress and development of the children in their class, including where children access support from learning support assistants (LSAs) or specialist staff. High Quality First Inclusive Teaching is the first step in responding to a child who has or may have Special Educational Needs. This is Wave 1 support.

High Quality Teaching and Learning for ALL Learning for Life the Tadley Way

Review and Recall

- Daily review
- Weekly review
- Monthly review
- Tell the story ...
- Timely & quick
- Groovy Grammar
- Flashback Maths
- Low stakes quizzes

Sequence, Model, Scaffold

- Small linked steps
- Less is more
- I do, We do, You do
- Explicit modelling
- Detailed explanations
- Worked examples
- Narrating thought process
- Many examples
- Visualisers
- Scaffolds of support
- Writing frames/word banks
- Pre-teach
- Re-teach & re-explain
- Re-model
- Plan for misconceptions
- Plan for errors

Questioning

- Check for understanding
- Explain – how, why
- Target responders
- Systematic feedback
- Support marking
- Correct errors
- Cold calling – no hands up
- No opt-out – answer again
- Say it again, better
- Think, pair, share
- Whiteboard answers
- What have you understood

Practise, Practise, Practise

- A high level of practise
- Guided practise
- Overlearning
- Rephrase & elaborate
- Summarise
- Aim for 80% success rate
- I do, we do, you do
- Fluency
- Mastery

Based on [Rosenshine's Principles of Instruction, 2010](#) & [Sherrington's Principles in Action, 2019](#).



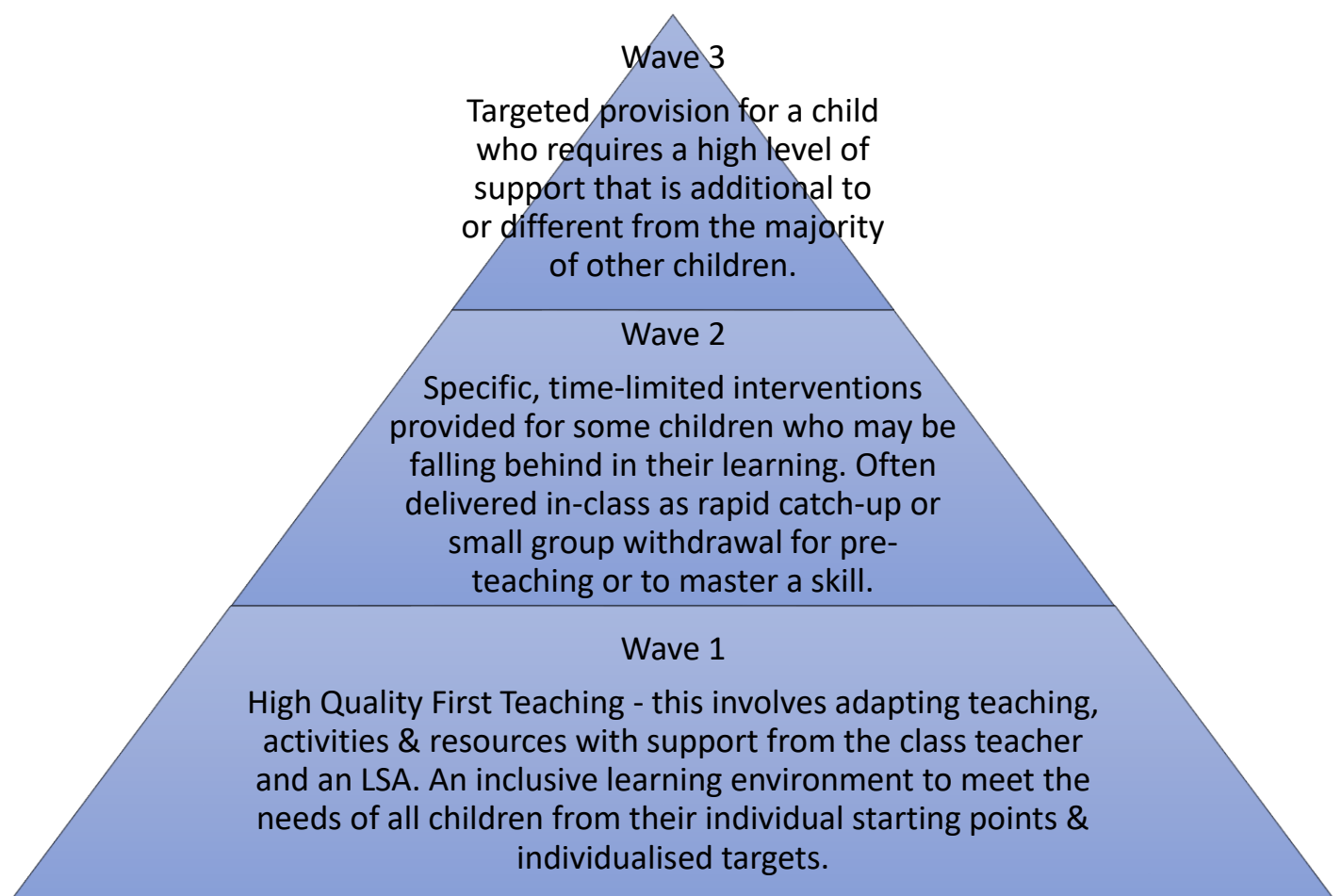
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What is SEN Support?

Where a child is not making progress despite High Quality First Inclusive Teaching and therefore this is not meeting the educational or social/emotional needs of the child, the child may require additional to and different from support beyond the normal classroom practice available to others. The child would then be added to the SEND register and an individual educational or behaviour plan would be put in place. This is Wave 2 support.

What is an EHCP?

Where a child continues to need specialist support and progress is still not being made, a child may need an Education, Health and Care Plan. This plan is a legal document of a child's needs, provision required and outcomes expected. It can follow a child through their educational journey until they are 25 years old. This is Wave 3 Support.



Funding related to SEND

Devolved Notional SEND Budget

Schools are given an additional amount of funding to meet the special educational provision of children with SEND. This funding comes from a particular funding stream from the Government via the Local Authority. Currently, schools are expected to use their notional SEND budget to fund up to £6,000 worth of special educational provision for a child with SEND. This is an average figure, as not all children with SEND require provision up to or beyond £6,000 and the allocation of it to the school does not correlate with the number of children on the SEND register.

High Needs/Top Up Funding (EHCP)

If a child requires an EHCP, then the school will receive additional high needs funding based on the assessment and provisions including in that child's EHCP. Although the school are expected to direct £6,000 of their notional SEND budget to fund the provisions in an EHCP, it is the Local Authority's responsibility to fully fund and secure all the provision in Section F of an EHCP.

Areas of Need as defined in the SEND Code of Practice

Communication and Interaction

- Speech, language and communication needs (SLCN)
- Speech Sound Disorder
- Verbal Dyspraxia
- Language Delay
- Developmental Language Disorder (DLD)
- Autism Spectrum Condition (ASC)
- Reluctant communicators such as selective mutism
- Stammer

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Global Development Delay (GLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- Visual stress/Irlen Syndrome

Social, Emotional and Mental Health (SEMH)

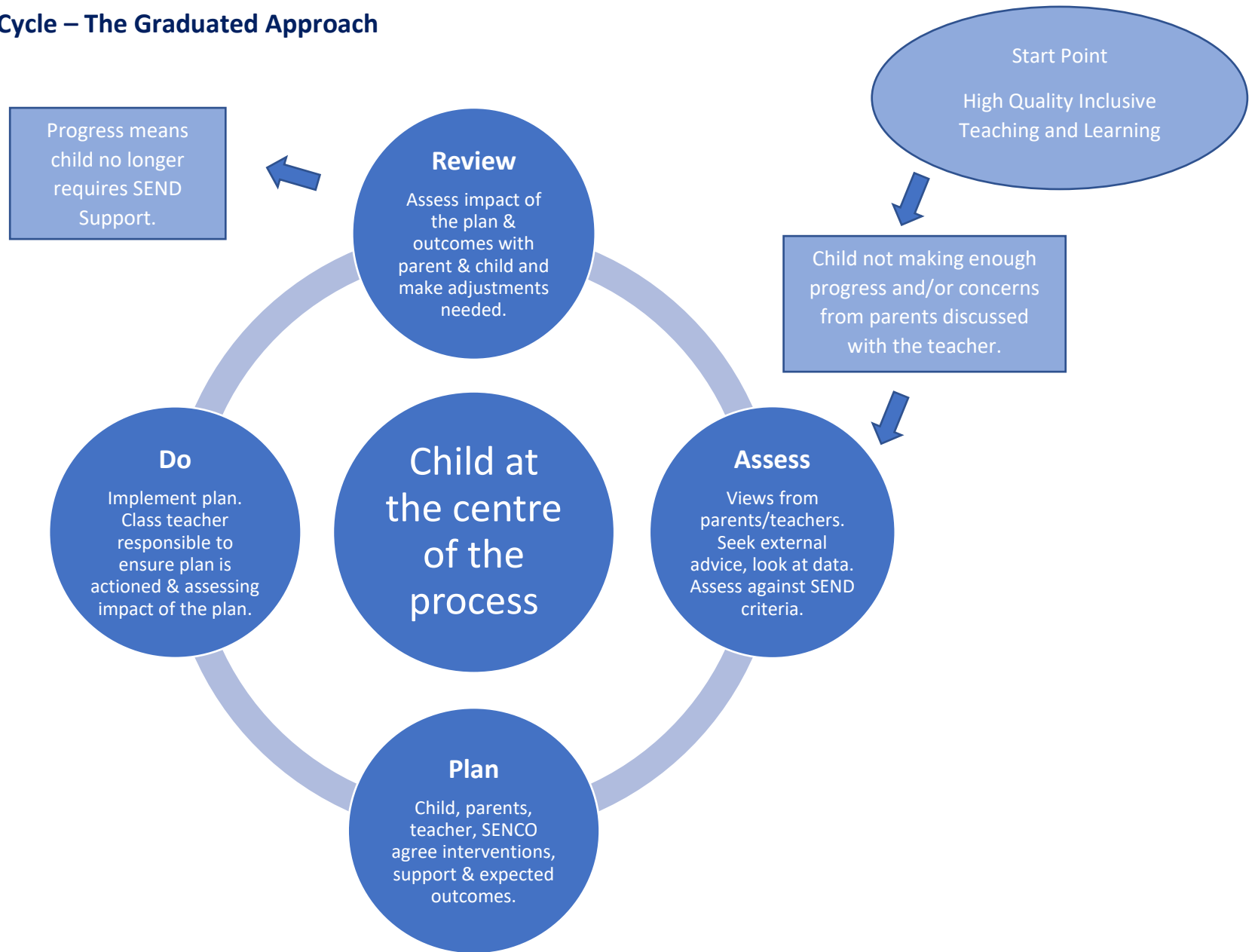
- Social interaction difficulties
- Challenging, disruptive or disturbing behaviours
- Becoming withdrawn or isolated
- Anxiety/depression or other mental health difficulties
- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

Sensory and/or Physical

- Vision impairment (VI)
- Hearing impairment (HI)
- Fine and/or Gross Motor Skills difficulties
- Multisensory impairment (MSI)
- Physical disability (PD)
- Sensory processing difficulties
- Developmental Co-ordination Disorder (DCD)

Children will often be identified with a main primary need as part of the EHCP assessment process but all areas are assessed and provided for in a child's provision map where required.

Assess, Plan, Do, Review Cycle – The Graduated Approach



Provision in all classes for all children

Wave One – High Quality Inclusive Teaching for All

Communication and Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Visual timetables and now and next used to support instructions & transitions • Simplified language used • Modelled good speech from adults • Over-emphasising speech sounds • Repeating a child’s spoken language with the correct speech sounds • Give time for a child to respond • Instructions given in a clear order and in small chunks • Pre-teaching vocabulary • Working walls with labels of key vocabulary • Asking direct questions and only one at a time • Avoiding idioms • Allowing children to not give eye contact if it is uncomfortable for them • Support with unstructured play at break and lunch where appropriate • Being clear on rules and unspoken rules and supporting social communication in class and outside where necessary • Social Skills Groups • Grouped with higher language and communication peers to support modelled language where appropriate 	<ul style="list-style-type: none"> • In class adaptations to the learning task • Visual resources supporting teacher talk • Visualisers to support modelling • Explicit modelling of the task • Use of laptops/I-pads if required • Scaffolds in all lessons such as word banks, sentence starters, 100-square, times table grid • Inclusive fonts and colours used on the interactive whiteboard • Coloured overlays and paper • Seating arrangements to suit the child and/or to sit with good role models • Breaking down longer tasks into smaller chunks • Clear instructions given in small chunks • Checks for understanding through targeted questioning • Encouraged to make notes • Use of whiteboards to check understanding • Time to process given • Dictionaries and thesaurus available • Working walls to support learning • Low-stake quizzes to recap learning • Feedback to move forward given • Worked examples • Opportunities to practice • 1:1 or small group teaching • Technology such as speech to text apps, clicker & talking tins • Concrete resources in maths • Whole school CPD 	<ul style="list-style-type: none"> • Key adults available to support and build strong relationships • 1:1 pastoral support (ELSA) • Meet and Greet • Zones of Regulation to create shared language • Looking for triggers & adapting where necessary • Sensory space and/or den • Sensory items to use when needed in class • Support for transitions • Team Teach trained staff to support in de-escalation • Give movement breaks across the day • Use a task/reward approach • Chunk activities and learning • Use outdoor learning to support child • Adapt learning to a child’s interests • Workstation space • Visual supports in place • Fidget toys, wobble cushions & chair resistance bands • Ear defenders/loops • Timers • Share behaviour plans and reward charts where appropriate • Support strategies such as circle of friends • Sensory Circuits • Social Skills Groups 	<ul style="list-style-type: none"> • Give time to process information or complete work • Provide opportunities for over-learning • Fine motor skills activities daily • Check equipment a child is using and make adaptations as required • Provide pencil grips • Simplify movement tasks • Give time for active breaks including using climbing/play equipment and sensory circuits • Have different seating options such as a gym ball • Writing slopes, wedges/wobble cushions to support movement whilst working • Ear Defenders • Sensory den or quiet space • Time to practise balancing • Use a sensory audit for individual children • Time out cards • Workstation away from other children • Flexibility around school uniform • Gloves for messy play • Weighted items • Visual and hearing support in place as recommended by specialist teachers • Environmental changes made as required

Provision by Need for SEN Support and Assessments Used

Communication and Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory and/or Physical
<p>As above plus:</p> <ul style="list-style-type: none"> • Talk About • Speech & Language Programs from a Speech & Language Therapist • Bombardment of speech sounds work • Language Link interventions • Lego Therapy • Precision Teaching of sounds • Colourful semantics • Comic Strip Conversations • Cued Articulation 	<p>As above plus:</p> <ul style="list-style-type: none"> • Rapid Catch-Up Little Wandle • Language Link • Beat Dyslexia • Paired reading • Working Memory Interventions • 1:1 support in class • Times Tables Practise - overlearning • Daily reader • Colourful Semantics • Maths 1:1 Precision Teaching • Spelling 1:1 Precision Teaching • Audio aids to support talk to text • Talking pens 	<p>As above plus:</p> <ul style="list-style-type: none"> • Zones of Regulation (Small Group or 1:1) • ELSA Support • Pastoral Support • Social Skills Groups • Comic Strip Conversations • 1:1 behaviour plan & support • Lola Time • Walk and Talk • Individual support • Social Stories 	<p>As above plus:</p> <ul style="list-style-type: none"> • OT Program • Sensory Circuits • Aids for class such as hearing loops, visual support • Aids for class such as ball chairs, ear defenders, chair bands • Active breaks • Bucket Time for Autism • Fine and Gross Motor Skill Intervention • Typewriting program • Laptop
<p>Assessments: Language Link (Infant & Junior) Talk About Assessment</p>	<p>Assessments: Salford Reading Assessment Vernon Spelling</p>	<p>Assessments: Strengths and Difficulties Questionnaire</p>	<p>Assessments: Sensory Audit Solent Therapy Pack</p>

The Education, Health and Care Plan Process

The 20 Week EHCP Process

The school and/or parent request an Education, Health & Care Plan assessment

The criteria for an assessment is: A child has or may have Special Educational Needs (SEN) and may need special educational provision to be made through an EHC plan. If the answer is YES to both questions, the LA must carry out an EHC assessment.

Weeks 1 – 6

The LA may gather evidence to make a decision on whether to proceed with an EHC assessment such as academic levels, information of the nature, extent and context of a child's SEN, evidence of action already taken by the school, other evidence from professionals if available.

The Decision

No: The LA say they will not carry out an EHC assessment – at this point you can ask for mediation or appeal the decision.

Yes: The LA agree to carry out an EHC assessment.

Weeks 7 - 14

The LA carry out the assessment. During the assessment the LA must seek information and advice on: the child's needs, the provision required to meet those needs and the outcomes expected to be achieved by the child. The advice comes from a range of people: YOU as the parent, educational advice from the school, medical information and advice from a Health Care professional, psychological advice and information from an Educational Psychologist, advice and information from Social Care, advice and information that the LA think is appropriate and advice and information from anyone YOU reasonably request that the LA seek advice from. Each person has 6 weeks to provide this advice to the LA during the assessment process.

Weeks 14 - 16

If the LA are not going to issue an Education, Health and Care Plan, they must inform you by week 16 and they must detail how you can ask for mediation and/or appeal this decision.

If the LA are going to issue an Education, Health and Care Plan, they must write a draft plan and by week 14 and send this to you. You have at least 15 days to respond to this draft plan.

At week 16, the LA must send the plan to potential schools including those that are your parental preference.

Week 20

The LA must finalise the plan and include details of how you can request mediation and/or appeal if you are unhappy with the plan contents or the final school placement named in Section I.

For more information, please see this [link](#) from IPSEA and independent SEND charity.

An example Individual Educational/Behaviour Plan for SEND Support and EHCP Provision

Tadley Community Primary School

PHOTO NAME OF CHILD – Learning Plan

Created: 13/06/2024

Review Date: 06/09/2024

What I am good at

Building things out of Lego.
Looking after my friends and pets
Art.

What works well for me

Giving me space and time to process things.
Active breaks.
Drawing and colouring.

Teaching strategies

Support from an LSA first thing in the morning.
Tasks broken down into smaller chunks and breaks in between.

What does not work well for me

Not being able to draw during input

Subject	Assessment Name	Assessment Point	Mark
Reading	Main Assessment	2023-2024 Y3 Spring 2	Working Towards
Writing	Main Assessment	2023-2024 Y3 Spring 2	Working Towards
Maths	Main Assessment	2023-2024 Y3 Spring 2	Working Towards

What do I need help with?	What is my target?	How will I know I have been successful?	What will adults do to help me?	Provisions	Review
Following 2 instructions at once	I can follow two instructions 80% of the time.	I will have followed the instruction given	Give an instruction in order. Use Now and Next visuals. Use simple language.	Now & Next. SaLT program	

There can be more than one target and there is also a space on the 2nd page for the child's comments, parent comments and teacher comments to use as part of the review process.