**SEN (SPECIAL EDUCATIONAL NEEDS) – WHOLE SCHOOL PROVISION MAP**

The information below outlines the practice and range of support offered across the King David High School in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflects this and may change accordingly.  
  
**UNIVERSAL APPROACH**  
Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice:  
  
**SEN SUPPORT**  
If your child requires support in addition to the Universal Approach they may receive the support listed below:

**COGNITION AND LEARNING**  
  
Universal Approach  
High expectations of children and appropriate challenge for all  
Clear learning objectives and differentiated outcomes, clear instructions  
Clear feedback and next steps in their learning – children involved in the process and given time to respond  
Behaviour for Learning at the heart of lessons/school ethos  
Access to ICT to help reduce barriers to learning  
Use of Writing frames   
Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals  
Multisensory learning approach (visual, auditory and kinaesthetic learning)   
Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place  
Personalised and differentiated teaching, including questioning  
Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress.    
Differentiated curriculum planning, activities, delivery and outcome  
TA in class support  
Structured school and class routines  
  
SEN support  
Visual timetables  
1:1 and /or small groups teaching supported by teacher and LSA  
Word building and high frequency word recognition support  delivered by Teacher and Teaching Assistants  
Writing intervention—English intervention groups  
Maths Catch Up Groups/intervention—Maths Club  
Additional Maths Support (1:1, or small group in class delivered by teacher and teacher assistant)  
In class support from TA across the curriculum identified yearly  
Spelling practice groups  
Additional individual reading  
Interactive learning  
  
**COMMUNICATION AND INTERACTION**  
  
Universal Approach  
Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language  
Increased visual aids / modelling etc  
Structured school and class routines  
  
SEN support  
In class support  
Speech and Language support;  TA delivering speech therapist devised support programme if needed  
Input from Autism Outreach   
3 O’clock Club  
Social Stories  
  
  
**SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**  
  
Universal Approach  
Whole school positive behaviour policy   
Iris Reward System/ certificates

7 R’s—Respectful, Responsible, Resilient, Reasonable. Resourceful, Ready and Happy to learn, Role Models—Rewards Given

Assemblies: Presentation Achievement   
Wellbeing—PSHE  
Wellbeing Garden Project  
Safe Space  
Counselling and CBT  
Buddy system  
  
SEN support  
Social Skills group and Circle Time  
Individual reward system  
Home – school record (daily)  
Nurture intervention   
Individual counselling  
Time out cards  
Year 6 transition support  
  
**SENSORY AND/OR PHYSICAL NEEDS**Universal Approach  
Flexible teaching arrangements  
Staff aware of implications of physical impairment

SEN support  
Fine  and Gross Motor Skills  support  
Additional handwriting practice  
Use of IT- alternative ways of recording work  
Writing slopes available  
Pencil grips available  
Individual support in class during PE and lunch time  
Reasonable adjustments to environment to support access  
Toilet passes  
Lunch passes