

Kings Ash Academy SEN School Offer Provision Map - July 2024

Universal Support			
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> ● Flexible teaching arrangements ● Structured school and classroom routines ● Warning of change ● Differentiated curriculum delivery e.g. simplified language ● Visual aids/modelling ● Visual timetables ● Use of timers ● Use of symbols/<u>widgets</u> ● Use of signing (Makaton) ● Repetition/clarification of instructions ● Planned speaking and listening activities. ● Role play /Drama opportunities. ● Opportunities to work with younger/older children ● Regular + planned liaison with parents 	<ul style="list-style-type: none"> ● Adapted teaching and learning opportunities <i>eg: tasks broken down, simplified language, adapted resources, adapted outcomes.</i> ● Repetition/clarification of instructions ● A range of visuals to support learning <i>eg Speed Sound chart, word banks, number grid.</i> ● Use of puzzles and games ● Enriched curriculum offer eg visitors/trips ● A wide range of reading material available ● AR - reading scheme ● Spelling session ● Handwriting session ● Read Write Inc. (levelled groups) ● Knowledge organisers ● Mind maps ● Planners ● Regular + planned liaison with parents 	<ul style="list-style-type: none"> ● Considered seating arrangements ● Considered access arrangements ● Age appropriate resources ● Resources and opportunities to develop fine motor skills. ● Resources and opportunities to develop gross motor skills. ● Planned breaks from learning. ● Multi-sensory activities and resources ● Regular + planned liaison with parents 	<ul style="list-style-type: none"> ● Consistent positive behaviour approach ● Relational approach ● Structured school and classroom routines ● An enriched offer of after school activities ● Progressive SMSC, PSHE, SRE curriculum ● Play leaders available to support ● Visual timetables ● Use of visuals/Makaton to assist expression of emotions ● Use of first hand experiences to stimulate learning ● School Council ● Well-being team to support children ● Regular + planned liaison with parentsBreakfast club/after school club
Targeted Provision			
<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Speech and Language support groups ● Blast Intervention ● Language enrichment group (LEGs) ● Social communication groups ● Attention and listening groups ● LEGO therapy (group) ● Increased use of visual, models and resources ● 'Now and Next' approach ● Social stories ● Attention Builders group 	<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Small group/adult support for English/ Maths / foundation subjects ● Differentiated resources ● Differentiated output or outcome <i>e.g. use of ICT, fewer sentences</i> ● Increased visual aids/modelling etc. ● Visual timetables ● Increased use of visuals + manipulatives ● Enhanced adapted teaching and learning ● Small group support outside class ● Fresh Start (Yrs 4-6) ● Additional RWI ● pre/post teaching (group) ● Supported retrieval practice 	<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Gross/Fine motor/handwriting intervention (group level) ● TA support in PE lessons ● Adapted PE resources ● Additional support and planning for children with sensory/physical needs ● Handwriting intervention (group) ● Planned access to sensory tool kit ● Supported use of multi-sensory activities and resources 	<ul style="list-style-type: none"> ● ILSP outcomes (Reviewed termly) ● Alternative playtime/lunchtime provision ● Pastoral support ● Emotion check-ins ● ELSA ● Extended transition – vulnerable pupils

Specialist Provision

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) or ● EHCP outcomes (Reviewed termly + annually) ● Individual Speech therapy programmes – created by Speech therapist ● Attention Builders (individual) ● Individual visual timetable ● Individual 'Now and Next' board ● Individual use of visual, models and resource ● Social stories ● Lego Therapy (1:1) ● Use of Makaton / pecs ● Outside agency advice (SaLT) ● Outreach Autism support (Mayfield/Chestnut) ● 1:1 support for communication and interaction ● Core communication board 	<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) or ● EHCP outcomes (Reviewed termly + annually) Bespoke, adapted teaching and learning ● Individual task planner / tasks broken down ● Pre-teaching/post teaching (Individual) ● 1:1 support for English/ Maths/foundation subjects ● Precision teaching ● 1:1 reading ● 1:1 RWI/ Toe-by-toe/Fresh Start ● 1:1 support part of day/daily ● Individual workstation ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Individual arrangements for tests/SATs ● Adapted ways of recording learning ● Pupil conferencing ● Additional planning and arrangements for transition ● Access to individualised assessment 	<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) or ● EHCP outcomes (Reviewed termly + annually) ● Provision of specialist equipment - <i>IT, sloping board, pencil grip, wobble cushion, chair band</i> ● Gross/Fine motor/handwriting intervention (1:1) ● Adult support/monitoring at lunchtimes ● Individual planning and arrangements for transition through school day ● Outside agency advice (<i>physiotherapist, OT, hearing impairment, visual impairment and habilitation services, Health</i>) ● Individual risk assessment / PEEPS ● Individual intimate care plan ● Individual support with daily/personal needs ● Access to enlarged resources ● Awareness of fatigue ● Individual arrangements for recording (IT/scribe) ● Individual seating arrangements ● Individual support with school/classroom access ● Adjustment to classroom/school environment. ● Ear defenders ● Intimate care plan ● Individual Health Care Plan ● Individual transition arrangements ● Planned/supported use of multi-sensory activities and resources ● Planned and supported sensory breaks ● Personalised support and planning for children with sensory/physical needs 	<ul style="list-style-type: none"> ● EP recommendations (Reviewed termly) or ● EHCP outcomes (Reviewed termly + annually) ● Individual Behaviour Support Plan ● Individual risk assessment ● Positive recognition chart ● Special responsibilities ● Planned emotion check-ins (visual/verbal) ● Draw and Talk intervention ● Playtime support/monitoring ● Support from pastoral team ● Access to a safe space ● Bereavement support ● Additional transition arrangements ● Team Teach approaches ● Daily 'check-ins' from named adult ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut, MHST/CAMHS) ● Part-time timetable ● Alternate provision - for part of the day ● Educated other than at school ● Home school liaison book ● Regular feedback to parents

Reviewed and updated July 2024