

	Assessment	Curriculum Delivery	Classroom/School Activities	Environment/Resources	For parents	For staff
Inclusion Strategies delivered across the Whole School. (UNIVERSAL PROVISION).	<ul style="list-style-type: none"> Initial home visit/Parent Conference. Two week Snapshot Daily Observation. Targeted children once per term. Each child has written assessment per term and future learning priorities identified. Termly parent conferences at school. Regular discussions – Key Teams and whole school. 	<ul style="list-style-type: none"> Future learning priorities – feed into planning. Multi-sensory including enhanced outdoor curriculum and Sensory Room. Increased speaking/listening opportunities including drama etc. Sustained Shared Thinking strategies. ‘Helicopter Story’ technique of Storytelling and Story Acting – Vivian Gussin Paley. Nurturing approach. Holistic Approach. Differentiated & Scaffolded (delivery). Healthy Eating ethos. Additional Maths and Literacy resources for use at home with parents/ carers supervision. Developmental Movement Play (DMP). Forest School. 	<ul style="list-style-type: none"> Circle time/Emotional Literacy (Ethos). Toy library. Story Time. Links with Mowlem Children’s Centre. Primary Transfer/Transition Visits. Focused activities Race, gender and disability equality are integral to provision. Egg timers to structure turn taking. 	<ul style="list-style-type: none"> Workshop environment Outdoor area, hill woodland, undercover area and amphitheatre. Multi-sensory resources and environment including a Sensory Room. Teaching Assistants one for each class. Bi-lingual staff. Students/ Volunteers. Well resourced curriculum. Interactive displays. Foundation curriculum mirrored outside. Interactive Whiteboards in every class. LBTH Occupational Therapist advice. Disability access - ramp and wide door. Disabled Toilet access. Nappy changing facilities 	<ul style="list-style-type: none"> Newsletter. Website. Texts. Bring Your Parents to School day. Regular social events – Reunion, Summer Fair, Whole School Trip etc. Lavender room Parent workshops – health and education issues. Stay and play 0-3.. Extended school day including breakfast and after school care. 	<ul style="list-style-type: none"> INSET in school and relevant courses. Working in teams. Monitoring programme. Performance management including a programme of individual CPD needs. Shared multi purpose room for planning and meetings. Shared resource room including two computers. Hot desk room for Inclusion Team.
Special Educational Needs	In-School Assessment	Provision in Class			Provision out of Class	Referrals for External Support and/or Advice
		Structured Programmes or Teaching Resources	Strategies	Environment/Resources		
Communication and Interaction including Autistic Spectrum Disorder.	<ul style="list-style-type: none"> Use of parent information Class based observations Early Years SEND Observation summary Running Records for targeted children Communicative Intentions checklist - T.H. Speech Therapist. Rolling programme of meetings with Class Teacher. 1:1 highlighting meetings SENDCo/Class Teacher. EYFS Developmental Profile. School Action monitoring and assessment sheet. CAF. 	<ul style="list-style-type: none"> Makaton / Sign-along (being developed throughout the school). Individual Speech & Language Therapy Programmes. Individual Education Plans. SA Group Education Plans for Speech and Language. Language Groups. Visual Timetables for specific children. PECS. Specific lunch time planned support, including special crockery/cutlery if needed. 	<ul style="list-style-type: none"> Repeated small step instructions supported by gesture/Makaton/Sign-along. Eye level contact with children. Modelling language. Simplifying language. Giving time to respond. Verbal scaffolding. Forced choice of alternatives. Games. PECS. Intensive Interaction (as advised by SALT). . . 	<ul style="list-style-type: none"> Multi-sensory language support items, including Sensory Room. Visual Timetables. Specific ICT programmes for targeted children. PECS. . 	<ul style="list-style-type: none"> 1:1 and small group: children working on Speech Therapy Programme with trained TAs. Language walks for targeted children. Sensory Room. 	<ul style="list-style-type: none"> LBTH Speech and Language Service. Hackney Speech and Language Service. LBTH Language & Communication Team, SLS. LBTH Educational Psychologist. LBTH Child Development Team. Phoenix Outreach Team (Autism). LBTH Parents Advice Centre.

SEND Provision Map 2023 - 2024

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Cognition and Learning.	<ul style="list-style-type: none"> Use of parent information. EYFS checklist. Early Years SEND Observation summary. Focused observations linked to Learning Intentions. Information gathering (SEND 1:1 with Class Teacher and TAs). Parents views. SENDCo observation. . 	<ul style="list-style-type: none"> Visual Timetables. Small group structured language sessions. Small group structured play sessions. Specific lunch time planned support including special crockery/cutlery if needed. . . 	<ul style="list-style-type: none"> Modelling Language. Scaffolding Language. Repetition & Over Learning techniques. Makaton/Sign-along. Visual Timetable. Paired & Collaborative sessions. Guided Kinaesthetic sessions/play. Modelling of Social Skills behaviour. Positive Reinforcement. Differentiated according to level of development (refer to EYFS). 	<ul style="list-style-type: none"> Additional adult support 1:1/small group. Special box of multi sensory resources. Sensory Room. . 	<ul style="list-style-type: none"> 1:1 or in a small group. Small group story time. Small group circle time. . 	<ul style="list-style-type: none"> LBTH Educational Psychologist. Child Development Team. LBTH Parents Advice Centre.LBTH Support for Learning Service.
Social, Mental and Emotional Health.	<ul style="list-style-type: none"> Use of parent information. Observations of specific behaviour patterns (monitored in behaviour log book). Early Years SEND Observation Summary. Talking to parents. 	<ul style="list-style-type: none"> Circle Time to teach sharing. Structured turn taking activities (adult led). Visual Timetable (Writing with Symbols). Specific lunch time planned support. . 	<ul style="list-style-type: none"> Cleared structured routines. Consistency of action & language by all staff. Egg timer 1-2mins time out. Specific praise by all staff. Immediate verbal praise. Positive use of language. Consultation with parents to ensure (Home School Liaison). 	<ul style="list-style-type: none"> Egg timer. Careful groupings for collaboration. . 	<ul style="list-style-type: none"> Time out / supervised by headteacher or for very short period of cooling/calming time. Behaviour strategies relevant to individual children's needs 	<ul style="list-style-type: none"> LBTH Behaviour Support Service. LBTH Child Development Team Services. LBTH & Hackney Social Services. Educational Psychologist. Speech & Language Service.
Sensory, Physical and/or Medical Difficulties including Visual and Hearing Impairment.	<ul style="list-style-type: none"> Use of parent information. Use of previous medical reports and assessments. Staff observations. 1:1 SEN assessment. . 	<ul style="list-style-type: none"> Care Plan (incl. Medical, Sensory, O.T. Physio). Specific lunch time planned support including special crockery/cutlery if needed. Dietary requirements catered for. Special equipment provided by LBTH. Staff training according to physical needs. Programmes of exercises by professionals. 1:1 adult support. Physical help managing equipment etc. 	<ul style="list-style-type: none"> Classroom organisation & considerations e.g. (face to face eye level). Layout of furniture. Pairing & groupings within class. Regular time-tabled support. Visual cues (V.T.T). Makaton/Sign-along Toileting arrangements discussed with all staff. Extra fine motor skill practices. Modelling & demonstrating skills/tasks etc. Planned activities for gross and fine motor skills 	<ul style="list-style-type: none"> Equipment and Aids, including glasses, hearing aids. Furniture and Equipment bought by arrangement with Specialist Services, including coloured tape to define areas, coloured glue etc . Key Worker from support teams. Use of ramp for entering and leaving school building. Toilet adapted for PD. Programme using school resources and the environment for cutting, threading, climbing, balancing etc. 	<ul style="list-style-type: none"> Specific 1:1 or group support with support worker. Specific supervised Occupational /Physiotherapy programme. Quiet area/Sensory Room. . 	<ul style="list-style-type: none"> Child Dev. Team. Physiotherapy, Occupational Therapy. SLS – HI Team/VI Team. Phys-Disability Team. Outreach Services e.g. Stephen Hawkins Voluntary Services. Educational Psychologist. LBTH Disability team.