



# Pioneer SEND provision mapping Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical

	Universal provision	Targeted provision	Enhanced provision
Strategies may be recorded on:	Class teacher planning Passport	Passport developed with the pupil and parent or Access Plan Do and Review Support Plan (APDR) of Behaviour Support Plan reviewed with parents at least 3 times a year, or Thrive Plan	Additional Needs Plan with passport - where needs are complex across a number of categories of need and/or severe requiring ongoing external advice. Reviewed with parents at least 3 times a year.
<b>Communication and Interaction</b>	<p>Annual Language link assessments for Reception, Y1 and Year 2 and new comers in KS2</p> <p>Language link listening groups in KS1 and KS2</p> <p>Language link intervention groups in KS1</p> <p>Visual supports for memory and attention including visual timetables, now and next boards and tasks boards</p> <p>Speech link screener</p> <p>Use of social stories to develop understanding of new situations and scenarios</p> <p>Use of comic strip conversations to revisit and develop understanding of situations</p> <p>Individual low distraction work station</p> <p>Additional strategies such as Makaton or Communicate in Print are used depending on the needs of the cohort.</p>	<p>Annual Language link screener for KS2 pupils who have previously been highlighted by LL previously</p> <p>Pre-teaching groups to support vocabulary development and access to the curriculum</p> <p>Twice-yearly Language link screener updates</p> <p>Language link intervention groups in KS2</p> <p>Supplementary Language link interventions in KS1 and KS2</p> <p>Speech link focused session on targeted sounds as identified by speech link screener</p> <p>Referral for assessment by Speech and Language service</p> <p>Advice and programme recommended by Speech and Language Service</p>	<p>Ongoing individualised advice, target setting and programme recommended by Speech and Language Service</p> <p>Individualised pre-teaching and vocabulary development</p> <p>Individualised identification of misunderstandings and targeted teaching appropriately.</p>



# Pioneer SEND provision mapping Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical

Strategies may be recorded on:	Class teacher planning Passport	Passport developed with the pupil and parent or Access Plan Do and Review Support Plan (APDR) or Behaviour Support Plan reviewed with parents at least 3 times a year, or Thrive Plan	Additional Needs Plan with passport - where needs are complex across a number of categories of need and/or severe requiring ongoing external advice. Reviewed with parents at least 3 times a year.
<b>Cognition and Learning</b>	<p>EYFS and KS1 – Little Wandle Phonics programme, and daily catch up KS1 Little Wandle rapid catch up programme</p> <p>School based progress trackers</p> <p>KS2 Access to Lexia Reading programme</p> <p>KS1 &amp; KS2 Use of additional Literacy information gathering assessments and checklists to identify strengths and barriers to learning such as Awareness of Print, Understanding of Phonological awareness, High Frequency words, sequencing, memory, informal writing analysis, Busy Box Fine motor skills assessment and including a pupil voice discussion</p> <p>Class based intervention, adapted teaching strategies in place focusing quality first teaching on strengths, and identified needs.</p> <p>Visual supports for memory, attention and sequencing including visual timetables and tasks boards, working walls, word banks (visualised) prompt sheets, mind maps, word webs and mnemonics. Use of CIP in EYFS/KS1 and as appropriate in KS2.</p>	<p>Ongoing intervention in place to support focused targets identified by assessments</p> <p>Access to precision teaching models such as Bullseye (HFW)</p> <p>Use of other non-standard assessment for visual discrimination, stages of attention</p> <p>Use of standardised assessments to identify strengths, barriers and to monitor progress EG reading ages (Nara II), spelling ages (SWST) Maths (Sandwell assessment)</p> <p>Use of additional monitoring and progress tracking strategies e.g. Engagement model, P Levels.</p> <p>KS1 Access to Lexia Reading programme</p> <p>Access to scribes/ readers and extra time as agreed as a part of usual class provision</p> <p>Pupil Advice Meeting with CLASS advisor (consent required)</p> <p>Discussion at Link EP meeting (consent required)</p>	<p>Discuss with Educational Psychologist via referral process of appropriateness of observation and assessment of cognitive skills – verbal and non-verbal, dynamic assessment for learning skills, memory (auditory and visual), processing skills</p> <p>Discussion with CLASS via referral process regarding standardised assessments such as vocabulary</p> <p>Use of additional monitoring and progress tracking strategies e.g. Engagement model, P Levels.</p> <p>Highly individualised curriculum planning</p>



## Pioneer SEND provision mapping Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical

	<p>Chunking of instructions, additional time for processing opportunities for rehearsal and practice of skills.</p> <p>Use of multisensory approaches and real life examples to scaffold move from concrete to abstract</p> <p>Use of ICT and other strategies to support recording e.g. mind mapping,</p> <p>Use alternative presentation in materials – e.g. consideration of font, size, colour of paper line spacing, lighting</p> <p>Use strategies for scaffolding e.g. writing frames, highlighting</p> <p>Access to scribes/ readers and extra time as agreed as a part of usual class provision</p> <p>Anonymous discussion at CLASS drop in</p>		
--	---	--	--



# Pioneer SEND provision mapping Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical

Strategies may be recorded on:	Class teacher planning Passport	Passport developed with the pupil and parent or Access Plan Do and Review Support Plan (APDR) or Behaviour Support Plan reviewed with parents at least 3 times a year, or Thrive Plan	Additional Needs Plan with passport - where needs are complex across a number of categories of need and/or severe requiring ongoing external advice. Reviewed with parents at least 3 times a year.
<b>Social emotional and mental health</b>	<p>The Thrive Approach strategies</p> <p>Zones of Regulation/Mood monster strategies in class including size of the problem</p> <p>Therapeutic Thinking strategies</p> <p>Bi-annual whole class The Thrive Approach profiling</p> <p>Class based Thrive strategies individual and small group focus</p> <p>Resilience, turn taking and social skills development as part of PSHE and curriculum teaching</p> <p>Class strategies for receiving pupil voice and allowing opportunities to share concerns and worries e.g. Worry Box, Zones pegs, Bubble Time</p> <p>Use of comic strip conversations to revisit and develop understanding of situations</p> <p>Use of social stories to develop understanding of new situations and scenarios</p> <p>Use of sensory and other checklist to identify triggers and areas of need</p>	<p>Class based Thrive group profiling and intervention</p> <p>Individual or small group wellbeing intervention (e.g. Zones of regulation, Talkabout 1 self-awareness or Thrive Individual)</p> <p>Short term small group social skills intervention e.g. Socially speaking , Talk about 2, Black Sheep Think about Friends</p> <p>Individual Thrive profiling Individual Thrive planning and support</p> <p>Use of ABC approach to identify triggers and de-escalation strategies</p> <p>Behaviour plan or Attendance plan based on Therapeutic Thinking strategies and other school policies</p> <p>Transitioning in plan and/or adapted school day and other reasonable adjustments</p> <p>Use of EBSA checklist and monitoring</p> <p>Pupil Advice Meeting with CLASS advisor (consent required)</p>	<p>Discussion with TASS regarding adaptations to school policies and procedures to support emotional regulation and well-being.</p> <p>Highly individualised planning to maintain safety and wellbeing with frequent reviews</p> <p>Adapted school day</p> <p>Consideration of implementation of Flexi-schooling</p> <p>CAMHS referral</p>



## Pioneer SEND provision mapping Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical

	<p>Safe spaces within the classroom are identified if needed for time out</p> <p>Changes are highlighted in advance and transitions are carefully planned for.</p> <p>Reasonable adjustments are made in discussion with parents, SENCO and Head of School</p>	<p>Drawing for Talking set of 12 sessions (consent required)</p>	
<p>Strategies may be recorded on:</p>	<p>Class teacher planning Passport</p>	<p>Passport developed with the pupil and parent or Access Plan Do and Review Support Plan (APDR) or Behaviour Support Plan reviewed with parents at least 3 times a year, or Thrive Plan</p>	<p>Additional Needs Plan with passport - where needs are complex across a number of categories of need and/or severe requiring ongoing external advice. Reviewed with parents at least 3 times a year.</p>



## Pioneer SEND provision mapping Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical

Strategies may be recorded on:	Class teacher planning Passport	Passport developed with the pupil and parent or Access Plan Do and Review Support Plan (APDR) or Behaviour Support Plan reviewed with parents at least 3 times a year, or Thrive Plan	Additional Needs Plan with passport - where needs are complex across a number of categories of need and/or severe requiring ongoing external advice. Reviewed with parents at least 3 times a year.
Sensory and Physical	<p>Jump ahead assessment</p> <p>EYFS and KS2 sensory circuits within class provision</p> <p>Busy Box assessment and interventions</p> <p>Use of Clicker in KS1 Use of ICT to record</p> <p>Access to movement breaks</p> <p>Access to an agreed fidget toy, pencil grips, flexi band, ear defenders, carefully planned seating</p> <p>Intimate Care plan EYFS KS1</p> <p>Referral for assessment from the School Health Team (nurse)</p> <p>Access to advice via Children’s Integrated Therapy Service <a href="https://www.eastsussexchildren.nhs.uk/schools-and-professionals/">https://www.eastsussexchildren.nhs.uk/schools-and-professionals/</a></p> <p>Referral for advice from the Sensory Needs Service (hearing and vision)</p> <p>Reasonable adjustments are made in discussion with parents, SENCO and Head of School</p>	<p>Sensory circuits including bespoke sensory circuit advice from OT (consent required)</p> <p>Jumpahead individual and group sessions focusing on identified areas from Jump Ahead assessment</p> <p>Access to more focus fine motor skills programmes Write form the start</p> <p>Use of Clicker in KS2</p> <p>Use of back chaining to teach specific physical self-care skills.</p> <p>Intimate Care plan KS2</p> <p>Referral for assessment from Occupational Therapy, physiotherapy or the School Health Team (nurse)</p> <p>Ongoing advice and direct teaching from the Sensory Needs Service (hearing and vision) including adaptations to delivery and resources as recommended.</p> <p>Advice and programme recommended by OT, physio including use of writing slope,</p> <p>Access to advice for SALT and OT via Children’s Integrated Therapy Service one stop phone service</p>	<p>Ongoing specialist individualised advice, programme and review form Sensory Needs Service (hearing and vision), OT physio, Evelina, GOSH</p> <p>Intimate Care plan KS2</p>