



**West End Academy SEND Individual Provision Map**

<b>Name:</b>		<b>Class Teacher:</b>		<b>Year Group:</b>		<b>Primary Need:</b>	
<b>School Stage:</b> School Support <input type="checkbox"/>		<b>My Support Plan</b> <input type="checkbox"/>		<b>EHC (Statement)</b> <input type="checkbox"/>		<b>Provision Map Number:</b>	
Type of need	Wave of intervention	Additional provision	Delivery method	By whom	Frequency and duration of intervention	Cost and funding source	
<b>Impact of work being done:</b>				<b>Next Steps/Outcomes achieved:</b>			

This provision map has been shared and discussed with the parent and child:

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Child's signature \_\_\_\_\_ Date \_\_\_\_\_

Class teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_



**West End Academy SEND Appendix for Individual Provision Maps**

<b>Type of need</b>	<b>Wave 1</b> <b>Quality First Teaching.</b> General provision for all children.	<b>Wave 2</b> <b>Enhanced Group Support</b> For children just below ARE, requiring intervention to catch up and achieve in line with peers.	<b>Wave 3</b> <b>High Need</b> For children who despite wave 2 intervention require additional support or it is deemed that wave 2 interventions are no longer appropriate to meet a specific need. These children should have a My Support Plan or EHC plan.
<b><i>Cognition and Learning</i></b>	Differentiated curriculum planning. In class TA support or targeted teacher support. Simplified language and slower pace. Visual timetables. Increased visual aids. Increased modelling. Dictionaries, thesaurus. Word banks. Spelling/HF word lists. Alphabet/number strips. Maths Kits e.g. 100 squares, number lines. Use of writing frames. Access to ICT. Modified curriculum pathways.	Literacy and Numeracy catch up interventions. Booster lessons e.g. CEW words/flash cards, phonics groups, spelling groups, letter formation, basic skills. Exam booster classes. Reduced or increasingly individualised timetable. Guided reading within or additional to lessons. Spelling practice within or additional lessons. Learning Mentor support.	Small group or one-to-one literacy/numeracy support. Reduced and increasingly differentiated timetable. SENSS resources. Play scripts. Advice and support from an outer agency: <ul style="list-style-type: none"> <li>• Communication and Interaction Team (CIAT)</li> <li>• Educational Psychologist (EP)</li> <li>• Learning Support Services (LSS)</li> </ul>

<p><b>Communication and Interaction</b></p>	<p>(As above cognition and learning)          Use of modified language.          Use of symbols.          Structured school and classroom routines.          Environmental clues (e.g. location systems).</p>	<p>Targeted in class support with a particular focus on Speech and Language.          Thinking time – pausing to allow time for a pupil or process or plan a verbal response.          Use of additional ICT.</p>	<p>Small group or one-to-one support for language.          Social skills groups.          Speech and Language support/advice.          Speech and language therapy resources.          Play scripts.          Makaton.          Additional ICT – Writing with symbols.          Advice and support from an outer agency:         <ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Educational Psychologist</li> </ul> </p>
<p><b>Emotional, Behavioural and Social</b></p>	<p>Whole school behaviour policy          Use of Golden Rules          Reward systems (Star Points, Always Green)          Use of sanctions.          Circle time.          SEAL (PSHE) focussed work.          FEET/FEET next steps</p>	<p>Group circle time.          Work-related learning.          In class support for behaviour/targets/access/safety.          Additional classroom support by a TA for behaviour.          Circle of friends.          Self-esteem work.          Socially speaking groups.          Transition work.</p>	<p>Small group or one-to-one support for social skills.          Individual counselling.          Individual support by Learning Mentor.          Individual reward system.          Social skills training or anger management programme.          Reintegration programme.          1:1 BAST (Behaviour and Safety Team) work.          Peer mentoring.          Bereavement work.          Pastoral support plan.          Risk assessment.          Advice and support from an outer agency:         <ul style="list-style-type: none"> <li>• Educational Psychologist (EP)</li> <li>• CAMHS</li> <li>• CIAT team</li> </ul> </p>

<p><b><i>Sensory and Physical</i></b></p>	<p>Flexible teaching arrangements.  Environmental conditions e.g. lighting, background noise, seating position etc.  Deaf friendly initiative.  Pencil grips.  Wobble cushions.  Improved accessibility of building.  Moving and handling training.  Brain Gym.  Dough disco.</p>	<p>Additional keyboard skills training.  Additional fine/gross motor skills practice.  Different recording systems e.g. typing, drawing, peer scribe, video etc.  In class support for supporting access/safety.  Low arousal booth.  Fit to Learn.  Specialist PE coaching.  Speed up.  Write dance.  Fiddle toys.  Handwriting practice groups.</p>	<p>Individual support for appropriate subjects e.g. PE, Science in class or during lunchtime.  Physiotherapy and/or occupational therapy programme.  Access to ICT.  Access to adapted equipment recommended by an outside agency e.g. slope boards.  Signage.  Use of appropriate resources e.g. radio aids.  Advice and support from an outer agency:</p> <ul style="list-style-type: none"> <li>• CIAT</li> <li>• SENSS</li> <li>• Educational Psychologist (EP)</li> </ul>
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**West End Academy SEND Pupil Passport**

<b>Name:</b>			<b>Class Teacher:</b>			<b>Year Group:</b>		
<b><i>Photo:</i></b>		<b><i>Things I am good at in school are:</i></b>			<b><i>My targets are:</i></b>			
<b><i>My recent achievements are:</i></b>		<b><i>Things I don't like or don't feel confident in doing at school are:</i></b>			<b><i>How can others help me to reach my targets?</i></b>			
		<b><i>I learn best when:</i></b>			<b><i>My parents think that:</i></b>			