



Michael Hall
WALDORF SCHOOL

SEND Provision Map

Policy Owner	Principal/INCo
Formally endorsed by	Board of Trustees
Endorsement Date	November 2023
Next Review Date	November 2025

Human connection in all we do

SEND Provision Map

Wave 1 High quality teaching for all pupils	Wave 2 Catch up	Wave 3 SEN support
Physical, Medical and Sensory		
<p>Flexible teaching arrangements within classroom Note to teacher/TA from parents/outside agencies regarding difficulties Care Plan- specific to child Availability of resources Whole school INSET on Quality First Teaching Use of faculty meetings to regularly update staff</p>	<p>Minor modifications to buildings eg ramp Simple classroom modifications eg lighting, colour of chalk on board Break tasks down into small, manageable steps Provide additional opportunities to practice skills and concepts & opportunities for overlearning topics External Agency involvement – Sensory Support advice</p>	<p>Individual support in PE and class Speech therapy programme Gross motor skills programme Fine motor skills programme Occupational therapy programme and resources Opportunity to attend Pastoral Provision at lunch times Additional support in class</p>
Cognition and Learning		
<p>Differentiated curriculum planning and work and delivery Visual aids, modelling, demonstrations Differentiated outcomes Collaborative group / paired work Parent evenings – monitor individual progress/targets Half termly assessments Regular SEND updates and strategies for all teachers Whole school INSET on assessment for learning and regular updates on teaching techniques (including TAs) Provide support for learning at home Clearly directed TA support for the whole class according to need Bullet point instructions and chunk activities so they appear manageable and achievable for children</p>	<p>Tasks modified to take account of literacy or recording difficulties , by class teacher, small group work, LSA, TA, in class support, focused strategies for particular classes or children Provision of differentiated materials in one or more curriculum area Opportunities for reinforcement and consolidation Intervention sessions in small groups/1:1 for basic literacy and numeracy (classroom or withdrawal) Early Literacy Support Numicon, Individual reading, Activities to develop phonological skills e.g. rhyming, alliteration, analogy, syllabification, word games and puzzles Multi-sensory reinforcement of learning to further develop phonological skills: Visual, Auditory, Kinesthetic Specialist Teacher support if appropriate Outside agencies: ASC, Speech & Language, Learning and Language Support</p>	<p>Intensive support in one or more curriculum areas -Teaching Assistant in class group work -One to one for literacy or numeracy- One to one support from LSA or TA: alliteration, analogy, onset and rime, syllabification Individually prepared materials in one or more curriculum area Advice and/or support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with the school External agencies: Ed Psych, CAMHS, Occupational Therapy , Counselling Learning and Language Support Team ICT to support presentation and reinforce learning keyboard skills, recording equipment</p>

Communication and Interaction		
<p>Structured school and classroom routines</p> <p>Rules and expectations of the classroom</p> <p>Differentiated curriculum delivery e.g. simplified language or minimal use of language and outcomes</p> <p>Bullet point instructions/ chunk activities/task boards</p> <p>Home/class rewards</p> <p>Class activities reinforcing school ethos and modelling appropriate behaviour</p> <p>Wellbeing and Mindfulness programmes focusing on communication and interaction</p>	<p>Activities planned to take account of the children's speech and language difficulties</p> <p>Modelling appropriate language/responses</p> <p>Children seated with good role models, to aid and improve language.</p> <p>Games to improve language skills,</p> <p>Social skills/friendship and pastoral support at lunch time</p> <p>Effective use of extra adults in the classroom</p> <p>Children with sensory perceptual differences seated in the best available defined area</p> <p>Use of strategies to manage challenging and unsociable behaviour</p>	<p>Advice from outside agencies: Speech and Language , Educational Psychologist, ASC Outreach, CAMHS Social Skills Group, SALT programmes 1:1 LSA sessions</p> <p>Social story activities to help develop reflection skills</p> <p>1:1 support where needed in other areas of the curriculum</p> <p>Safe environment provided for vulnerable children.</p> <p>Use of visual cues to support meaning: Traffic Lights, Social Stories, Comic Strip Communication, etc.</p>
Emotional, Social and Behavioural		
<p>Whole school policy for positive behaviour and healthy relationships</p> <p>Whole school/class reward systems promoting learning behaviour</p> <p>Whole school/Classroom rules and expectations</p> <p>Activities to cover Spiritual, Moral, Social and Cultural aspects</p> <p>Wellbeing ,lessons focusing on social skills In class</p> <p>TA targeted support where appropriate</p>	<p>Extra focus on personal and social education through learning mentor</p> <p>Where deemed appropriate, home visits to facilitate home/school liaison</p> <p>LSA support for social skills situations and strategies for conflict</p> <p>Nature group to support vulnerable children</p> <p>Transition planning</p> <p>Behaviour support plan</p>	<p>Behaviour support team: individual intervention with subsequent behaviour programme</p> <p>Small group working towards behaviour targets</p> <p>Advice and training from outside agencies: Educational Psychologist, CAMHS. EWO, Young Carers.</p> <p>Implementation of Personal behaviour plan</p> <p>Revised timetable and/or adapted curriculum</p>