



Hazelbury Primary School Provision Map

At Hazelbury Primary School we want all our children to achieve their maximum potential. Sometimes this means that they may need a little bit of extra help. The SEN Code of Practice 2014 identifies the four broad areas of need as: **Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory, Physical and other**. Our provision map shows how for each of these broad areas of need we can provide support and help as part of a graduated approach (Assess, Plan Do, Review). Provision arrangements can be subject to change as we aim to support the different needs of children as they are presented at any given time.

Communication and Interaction

Universal Provision through Quality First Teaching (QFT)	Additional provision (additional to Quality First Teaching)	High Needs Provision (Highly differentiated to meet individual needs)
<p>Voice 21 Centre of Excellence- Dialogic Classrooms with embedded talk tactics and strategies.</p> <p>Opportunities for processing information and ideas through discussion e.g. Can we just talk section in lessons</p> <p>In discussion there is flexible grouping strategies and pupil roles</p> <p>Range of targeted question types (e.g. higher order thinking).</p> <p>New vocabulary introduced across all subjects regularly and continually revisited and displayed in the classroom</p> <p>Differentiation (Core, advancing, deep) in lessons to ensure progression for all.</p> <p>Planning is sequential and key concepts are</p>	<p>Learning Support Plan for all children at SEN Support level.</p> <p>Colourful Semantics resources and or small group work.</p> <p>Speech and Language groups in all year groups as required. For Reception and Year One this can include NELI speech and language intervention.</p> <p>Phonics catch up groups.</p> <p>Makaton is used to aid communication</p> <p>Early talk/early talk boost in the early years</p> <p>LASSEY speech and language program in the early years</p>	<p>Education, Health and Care Plan</p> <p>Termly appointments with speech and language therapist for assessment, target setting and modelling resources/approaches with Teacher and Learning Assistants.</p> <p>Referrals to outside agencies for further advice and support if required such as to:</p> <p>Enfield Advisory Service for Autism (EASA), Educational Psychologist</p> <p>Specialist teachers for Hearing-impaired pupils</p> <p>Occupational Therapy</p> <p>Child Development Team</p> <p>Waverley School outreach services.</p> <p>Differentiated/personalised curriculum</p> <p>Specific SEN resources e.g. visual aids, communication cards</p>

<p>revisited at the start of every lesson with rewinds.</p> <p>Home learning accessible for all pupils through tasks e.g. creative, oracy</p> <p>Teachers explicitly modelling learning.</p> <p>Visual timetables.</p> <p>Resources to aid understanding.</p> <p>Writing frames and scaffolded support.</p> <p>All children have a chromebook which supports learning and access to resources</p>		<p>Access to sensory room and specialist low sensory learning spaces</p> <p>Personalised visual timetables and Now and Next communication boards.</p> <p>Complex needs intervention group</p> <p>Additional adult personalised one to one support</p> <p>Objects of reference to support transitions</p>
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Cognition and Learning

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<p>Voice 21 Centre of Excellence - Dialogic Classrooms with embedded talk tactics and strategies to embed knowledge and skills.</p> <p>Opportunities for processing information and ideas through discussion e.g. Can we just talk section in lessons</p> <p>In discussion there is flexible grouping strategies and pupil roles</p> <p>Range of targeted question types (e.g. higher order thinking)</p> <p>New vocabulary introduced across all subjects regularly and continually revisited and displayed in the classroom</p> <p>Differentiation (Core, advancing, deep) in lessons to ensure progression for all</p>	<p>Learning Support Plan for all children at SEN Support level.</p> <p>School Led Tuition for English and Maths.</p> <p>Monster Phonics catch up sessions and interventions</p> <p>Colourful Semantics resources and or small group work (e.g. support sentence construction).</p> <p>Speech and Language groups in all year groups as required. For Reception and Year One this can include NELI speech and language intervention.</p> <p>Coram Beanstalk 1:1 reading support</p>	<p>Education, Health and Care Plan (EHCP).</p> <p>Small group/paired or individual support in lessons, particularly for core subjects.</p> <p>Differentiated/personalised curriculum.</p> <p>Termly appointments with Speech and Language Therapist for assessment, target setting and modelling of resources/ approaches with Teacher and Learning Assistants</p> <p>Workstation In class</p> <p>Referrals to outside agencies for further advice and support if required such as:</p> <ul style="list-style-type: none"> - Enfield Advisory Service for Autism (EASA) - CAMHS - Educational Psychologist

<p>Planning is sequential and key concepts are revisited at the start of every lesson with rewinds.</p> <p>Home learning accessible for all pupils through tasks e.g. creative, oracy</p> <p>Teachers explicitly modelling learning</p> <p>Resources to aid understanding</p> <p>Writing frames and scaffolded support</p> <p>All children have a chromebook which supports learning and access to resources</p> <p>Early years- key worker allocation and Personalised plans to accommodate learning through interests.</p> <p>Use of fantastic foundations in early years to aid writing.</p>		<ul style="list-style-type: none"> - Specialist teachers for Visual and Hearing-impaired pupils - Russet House and Waverley School outreach services. <p>Access to sensory room and specialist low sensory learning spaces</p> <p>Additional adult personalised one to one support</p> <p>Specific SEN resources e.g. coloured overlays, reading rulers</p>
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Social, Emotional and Mental Health

<p>Universal Provision through Quality First Teaching</p>	<p>Additional provision (additional to Quality First Teaching)</p>	<p>High Needs Provision (Highly differentiated to meet individual needs)</p>
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<p>Whole school behaviour policy including restorative approach</p> <p>Individualised reward systems including always stars and special mentions</p> <p>Hazelbury Values</p> <p>Characteristics certificates given in the early years</p> <p>Rights Respecting and growth mindset ethos</p> <p>PSHE curriculum designed to suit the needs of children at Hazelbury</p> <p>School participation in key days and weeks e.g. Children’s mental health week</p> <p>Mental Health wellbeing check in daily for all children</p> <p>Worry boxes in classrooms</p> <p>Oracy strategies to support articulation of concerns and Fantastic foundations develop vocabulary to express feelings.</p> <p>Diversity and inclusion is considered in texts taught to promote positive identities for children</p> <p>Calm areas in all classrooms</p> <p>Visual timetables and Visual Resources</p>	<p>Learning Support Plan for all children at SEN Support level</p> <p>Personalised behaviour reward chart</p> <p>Adult Support in social situations and small group sessions to support social skills</p> <p>Social stories</p> <p>Lego Therapy</p> <p>MYME groups</p> <p>Brain breaks within the classroom</p>	<p>Education, Health and Care Plan</p> <p>Individual risk assessments</p> <p>Adult support</p> <p>Adapted timetable for self regulation</p> <p>Personal Behaviour Support Plan</p> <p>Referral to outside agencies if required e.g., SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning)</p> <p>CAMHS (Child and Adolescent Mental Health Services).</p> <p>Child Development Team</p> <p>Educational Psychology</p> <p>Access to sensory room and specialist low sensory learning spaces</p> <p>Personalised Transition booklets</p> <p>Specific SEN resources e.g. fidget toys, sand timers</p>
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Sensory, Physical and Other

<p>Universal Provision through Quality First Teaching</p>	<p>Additional provision (additional to Quality First Teaching)</p>	<p>High Needs Provision (Highly differentiated to meet individual needs)</p>
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<p>Differentiation (Core, advancing, deep) in lessons to ensure progression for all.</p> <p>Low sensory learning spaces with calm boxes with sensory toys</p> <p>Adapted accessible environments e.g. external doors in every classroom, ramps around school to ensure accessibility to every area of school.</p> <p>All children have a chromebook which supports learning and access to resources</p> <p>Early Years programmes including Gross Motor Skills support – squiggle whilst you wiggle</p> <p>Fine Motor Skills development - Funky fingers/Dough Disco.</p>	<p>Learning Support Plan for all children at SEN</p> <p>Support level</p> <p>Adult support</p> <p>Enlarged print</p> <p>Adapted specialised resources e.g. scissors and pencil grips</p> <p>Adapted Physical equipment and tasks within the curriculum.</p> <p>Physical activity intervention - Boccia</p>	<p>Education, Health and Care Plan.</p> <p>Individual risk assessment.</p> <p>Individual timetable</p> <p>Support from Teacher and Learning Assistant.</p> <p>Adapted timetable.</p> <p>Referral to outside agencies if required e.g. Occupational Therapy</p> <p>Physiotherapy</p> <p>Joseph Clark outreach – visual impairment.</p> <p>Enfield and Haringey Hearing Service – hearing impairment.</p> <p>Speech and Language service.</p> <p>Educational Psychology</p> <p>Child Development Team</p> <p>Adapted furniture and specialised resources e.g. Writing slope, Wobble cushion, Pencil grip, Different coloured paper</p> <p>Specialised equipment worn by children e.g. safety helmets, weighted jackets, hearing aids, weighted blankets</p> <p>Radio aids worn by staff</p> <p>Access to sensory room and specialist low sensory learning spaces</p> <p>Adult support for personal care</p>
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