

Remember:

The purpose of this document is to share our School Offer at different levels of the Graduated approach. All of our children are unique and will receive the provision and professional involvements that are relevant to them.



Cognition and Learning Provision Map

Graduated Approach Level	Who is involved?	Assessment of Strengths and Needs	Classroom Support	Interventions
High Level Support available to a small minority of pupils	UNIVERSAL AND TARGETED, PLUS: -Educational Psychology -EHCP caseworkers -Children's Community Learning Disability Team (CCLDT)	UNIVERSAL AND TARGETED, PLUS: EHCP Annual Review process Assessment/tracking using the Engagement Model Early Help Assessment to seek support from wider Stockport Family colleagues	UNIVERSAL AND TARGETED, PLUS: TA support to facilitate a level of personalised provision that cannot be met by a class teacher- For example: -extensive scaffolding/adaptation -significantly different routines eg alternating demand tasks and motivating/regulating tasks throughout the day, regular "brain breaks" (both planned and reactive to need) -additional motivation -bespoke provision in addition to the ambitious curriculum for all eg additional learning around key life skills	UNIVERSAL AND TARGETED, PLUS: -Multiple therapy plans prescribed by external professionals -1:1 or small group learning to use more complex assistive technology eg typing as an alternative to written recording -1:1 or small group learning to develop the use of specialist communication systems eg Intensive interactions/PODD or other communication boards/Makaton
Targeted Support available to some pupils	UNIVERSAL PROVISION PLUS: -Speech and Language Therapy -Inclusion Service -Equipment Adaptations service -We may consider	UNIVERSAL PROVISION PLUS: -One Page Profile documenting "need to know information" about an individual NB a child doesn't have to be on a SEN plan to have a OPP (see SEN Information Report)	UNIVERSAL PROVISION PLUS: -Additional/ different/ longer scaffolding to enable independent achievement -Access to a reduced stimulus workspace/tasks eg an individual desk or sheets with imagery removed	UNIVERSAL PROVISION PLUS: -Therapy programmes as prescribed by external professionals -WELLCOMM language intervention -Read Write Inc Keep Up Not Catch Up phonics Intervention

	<p>following diagnostic pathways at this level (see the Diagnosis section of the SEN Information report for more information)</p> <p>-Early Years SEN improvement team</p> <p>-Child Development Unit (nursery age)</p>	<p>-Termly SEND Person Centred Reviews</p> <p>-Children working below their Key stage to be assessed and tracked against Pre-Key Stage (PKS) standards</p> <p>-Assessments conducted by any external professionals will be incorporated into one SEN plan</p> <p>-WELLCOMM Language assessment</p>	<p>-Personal supportive visuals eg Now and Next/I am working towards boards</p> <p>-Small group, teacher led, targeted learning to address identified needs eg pre-teaching and overlearning of target vocabulary</p> <p>- Shorter periods of demand/Additional planned breaks accommodated within the classroom</p> <p>-Access to some specific tools eg coloured paper/overlays/reading windows to reduce visual fatigue</p> <p>-Simple assistive technology eg using an ipad camera to record using photographs/video</p>	<p>-Small group, teacher planned and teaching assistant led, targeted learning to address identified needs eg developing listening and attention in a smaller group and quieter environment</p> <p>Supporting learning at home:</p> <p>-Bespoke learning packs</p> <p>-Termly SEND Person Centred reviews to identify specific outcomes and suggestions for how these might be supported at home</p>
<p>Universal Provision available to all pupils</p>	<p>-Pupil</p> <p>-Parents/Carers</p> <p>-Class Teachers</p> <p>-Teaching Assistants</p> <p>-SENDCo</p> <p>-Senior Leadership Team (SLT)</p> <p>-Curriculum leaders</p> <p>All of our pre-school age children have access to Health Visitors</p> <p>All of our School age children have access to the School Nurse</p>	<p>-Parent/Carer Views</p> <p>In Early Years we may utilise the Ages and Stages Questionnaires to gather your views</p> <p>-Pupil Voice</p> <p>-Teacher Assessment against Age-Related Curriculum expectations:</p> <p>EYFS Framework relevant areas:</p> <p>Literacy</p> <p>-Comprehension</p> <p>-Word Reading</p> <p>-Writing</p> <p>Maths</p> <p>-Number</p> <p>-Numerical Patterns</p> <p><i>NB the "prime" areas will also</i></p>	<p>SEN Friendly classrooms including-</p> <p>-Visuals to support understanding eg timelines, behavioural expectations, new vocabulary, success criteria</p> <p>-Accessible tools to support learning eg concrete objects and number lines for maths, phonics displays and word walls</p> <p>-Controlled stimulation levels eg controlled noise, temperature and light levels, no unnecessary/busy displays</p> <p>-Due consideration of positioning of children</p> <p>-Opportunities for peer interaction</p> <p>Well-planned, ambitious curriculum for all, including experience based learning eg using concrete objects to explore mathematical concepts alongside pictorial/abstract methods in maths, DEAL (Drama, Engagement and Active learning) to enhance multiple subjects throughout school, Tales Toolkit (a toolkit that breaks stories into their key elements of character, setting, problem and solution) is used throughout early years, foundation subjects are enhanced with practical activities such as experiments, orienteering, handling artefacts and photographs, artistic and musical exploration, use of chromebooks, school trips and visitors to make learning memorable and meaningful and allow all children to explore their strengths and interests</p>	

		<p><i>significantly impact on achievement in these "specific" academic areas</i></p> <p>National Curriculum -All KS1 pupils working below age related expectations in English and Maths are assessed and tracked against Stockport SEN Standards</p> <p>-All pupils undertake a phonics assessment on a half- termly basis with one of the reading leads</p> <p>Statutory, national assessments: -Reception Baseline -Year 1 Phonics Screening -Year 2 National Tests</p>	<p>Planned vocabulary development -supported with makaton in nursery -word maps/word walls to support the learning of new vocabulary throughout school</p> <p>We teach Systematic synthetic phonics using the Read Write Inc scheme throughout We teach maths using the White Rose maths Curriculum</p> <p>Adaptive teaching including: -Explicit instructions -Scaffolding -Flexible groupings (See SEN Information Report for more detail)</p> <p>Age-appropriate balance of directed time, child-led time, sitting and movement</p> <p>Supporting learning at home: -Curriculum Overview evening -Phonics evenings -2 parents evenings -Half-Termly sharing of curriculum maps and vocabulary -Ditty sheets or reading book sent home weekly</p>
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The core of our School Offer is a knowledgeable and highly skilled staff force

<p>Whole Staff training External provider training: -Read Write Inc -AET Making Sense of Autism/Stockport Autism Awareness -Team Teach Internal CPD on: -Subject leadership including SEN provision -Improving one page profiles and SEN plans -The impact of sensory integration on teaching and learning -GMIS Universal Provision offer -The Entitlement Framework -The Value of Visuals -SEND Code of Practice</p>	<p>Staff with specialist training in: - WELLCOMM - ELKLAN - Dyslexia Friendly Classrooms and Multi-Sensory Teaching - Dyslexia and Memory - Down Syndrome and Communication - Down Syndrome and Maths - Motivational Maths - An introduction to good practice in Supporting Children with complex needs and autism by using visuals - Supporting children with English as an additional language - Stockport Early Reading Intervention (though we are now fully invested in Read Write Inc many of the guiding principles of SERI still inform practice)</p>
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