

Communication and Interaction Needs (Including ASC)		
What happens at this stage? Refer to Northstead's Teaching and Learning Handbook Teacher Handbook: SEND Document	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements following targeted support, then specialists may intervene
<p>Level 1 – Universal Provision in class High Quality Teaching</p> <ul style="list-style-type: none"> • Use of Adaptive Teaching Programme strategies • High expectations of children and appropriate challenge for all • Use language effectively, clear unambiguous instructions, be literal and concise • Preparation/warning for change of activity or lesson • Visual prompting and cues • Considered seating position and orientation • Systematic organisation of independent learning tasks and activities e.g. visual aids, whiteboards, task boards • Clear use of the behaviour policy and pathway (see document) including aspects which motivate e.g. attendance reward, dojos • Clear and structured routine, visual timetables • Clear and specific learning objectives based on their stage of learning • Pace and pitch altered to support learning needs • Expectations made explicit (visually displayed) • Calm learning environment, reducing visual, auditory and other sensory distractions • Provide learners with task lists, word banks and narrative framework to engage and complete work with increased independence • Allow time for repetition • Allow time for processing, recapping and checking understanding • Provide accurate language models • Reinforce positive aspects of engagement – ‘I could see that you were...’ • Prompt cards for group roles and conversation skills • Teach body language and common gestures to add meaning to language • Use of pace, pauses, simplification, repetition and chunking of input (refer to Teaching and Learning Handbook) 	<p>Level 2- School Interventions</p> <ul style="list-style-type: none"> • Emotional Coaching Support (Pastoral Team) • Social stories • Widget • Now and Next boards • Enhanced transition support – Soft Start • Planned sessions in the Nurture Hub for social interaction • Keep up and catch-up sessions using RWI • Safe space provided as required • Provision Plan reviewed with parents 3 x year • Sensory room/OT room • Introduce objects of reference/picture cues (a Neuro-Affirmative Approach) • SMART targets linked to need • Behaviour Support Plan • Adapted Behaviour Policy Approach • PLR pass/support 	<p>Level 3- Outside Agencies Support</p> <ul style="list-style-type: none"> • Be U – Autism assessments • NHS Speech and Language Therapy/Therapist • Learning Disability Team • Emotional Wellbeing and Resilience Service • C&I SEND Hub • NASEN/National College CPD

<ul style="list-style-type: none">• Build movement breaks into lessons to provide optimal state for learning• Pre-discussion of trips/events/changes in timetable and staff• In class, teacher/TA checks in with child regularly and proportionate to their needs and situation/presentation• Time to talk things through with a talk partner before feeding back to class• Lots of specific praise. Consistency!• A variety of recording methods e.g. mind mapping, oral, talk boards, laptops• RWI which focuses on correct formation of sounds and blending• Working walls displaying key vocabulary		
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Northstead SEND Whole School Provision Map

Cognition and Learning Needs		
What happens at this stage? Refer to Northstead's Teaching and Learning Handbook Teacher Handbook: SEND Document	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements following targeted support, then the specialists may intervene.
Level 1 – Universal Provision in class High Quality Teaching <ul style="list-style-type: none"> • Use of Adaptive Teaching Programme strategies • High expectations of children and appropriate challenge for all • Clear and specific learning objectives based on their stage of learning • Clear learning objectives with adapted outcomes • Clear instructions, feedback and next steps in their learning – children involved in the process and given appropriate time to respond • Clear use of the behaviour policy and pathway (see document) including aspects which motivate e.g. attendance reward, dojos Learning walls to support key learning points including key vocabulary • Time to talk things through with a talk partner before feeding back to class • Access to ICT to help reduce barriers to learning • Coloured overlays and exercise books • Dyslexic Tendency Screening and Visual Stress Assessment • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals • Multisensory learning approach including making use of music, actions, graphics etc • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do • Personalised and adapted teaching • Learning presented in small chunks. • 'Check ins' throughout session to ensure pupils making good progress. • Same day intervention given to overcome misconceptions • 	Level 2- School Interventions <ul style="list-style-type: none"> • RWI keep up sessions (group and 1:1) • Active Literacy Intervention • Catch-up sessions • Timetabled TA support • Additional handwriting/fine motor skills support • Additional individual reading • Computer programmes: Times Tables Rockstars • Use of technology e.g. Ipad, visualizer, laptop • SMART targets linked to need 	Level 3- Outside Agencies Support <ul style="list-style-type: none"> • 1:1 and /or small groups SALT intervention • Test adaptations if necessary e.g. extra time or use of a scribe/reader in SATs • Timetabled TA support working on EHCP targets • C&L SEND Hub involvement with specialist teacher • Enhanced transition with other schools/settings

Northstead SEND Whole School Provision Map

<ul style="list-style-type: none">• Adapted curriculum planning, activities, delivery and outcome• Visual timetables and visual aids• A range of dictionaries, thesaurus, use of writing frames and word banks• Practical maths resources to support learning• Teacher Toolkit displayed		
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Northstead SEND Whole School Provision Map

Social Emotional and Mental Health (SEMH)		
What happens at this stage? Refer to Northstead's Teaching and Learning Handbook Teacher Handbook: SEND Document	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements following targeted support, then specialists may intervene
Level 1 – Universal Provision in class High Quality Teaching <ul style="list-style-type: none"> • Use of Adaptive Teaching Programme strategies • Jigsaw PSHE Curriculum • Use of relational approach • Daily check ins in the morning and as and when required during the day • Adapted and additional learning activities to engage and motivate • Clear use of the behaviour policy and pathway (see document) including aspects which motivate e.g. attendance reward, dojos Identify and build on preferred learning styles • Positive language to re-direct, reinforce expectations e.g. use of others as role models • Use of distraction as a technique to change the subject from a negative to a positive • Purposeful movement breaks • Allow time for processing instructions/demands and time for reflection • Environmental adaptation e.g. social seating and proximity to teacher • Increased structure and routine • Pupil and parent involvement • Regular home/school communication • A range of adapted opportunities for social and emotional development • Now and Next choices to engage and motivate • Constructive feedback • CPOMs to record incidences and look for patterns and triggers • Peer to peer support 	Level 2- School Interventions <ul style="list-style-type: none"> • Breakfast club provision to support a positive start to the day (Pastoral check-in) • Support provided by our Pastoral Team e.g Small social skills group • Use/Support from PLR • Access to sensory/OT room • Risk Assessments • Behaviour Support Plan • Adapted Behaviour Policy Approach • PLR pass/support • Boxall Profile • SMART targets linked to need 	Level 3- Outside Agencies Support <ul style="list-style-type: none"> • Social Worker • Play Therapy • Early Help • Virtual School • CAMHS – ADHD, mental health assessments • Compass Phoenix • Emotional Wellbeing and Resilience Service • SEND Hub (SEMH) Specialist teachers • Weekly pastoral visits carried out by Safeguarding and Welfare Team (to children not attending) • Sleep Charity

Northstead SEND Whole School Provision Map

<ul style="list-style-type: none">• Safe space in classroom• Use of restorative approach		
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Northstead SEND Whole School Provision Map

Sensory/Physical/ Medical/Needs		
What happens at this stage? Refer to Northstead's Teaching and Learning Handbook Teacher Handbook: SEND Document	What happens at this stage? If there are no further improvements targeted support interventions will be agreed to be carried out with pupil.	What happens at this stage? If no further improvements Following targeted support then specialists may intervene
Level 1 – Universal Provision – High Quality Teaching <ul style="list-style-type: none"> • Use of Adaptive Teaching Programme strategies • Appropriate seating position • Ear defenders help learners who find auditory input difficult to process • Work on the same level as the child • Provide frequent movement opportunities, for example, helping to hand out resources and books • Purposeful movement breaks • Appropriate equipment e.g. right/left handed scissors, tripod pencils etc. • Extra seating space on the carpet or at a table • Extra time for dressing/undressing and eating • Ramps accessible for children with a physical need • Visual equipment when required • Adaptations to school environment for Visual Impairment – for example ensuring risks are highlighted 	Level 2- School Interventions <ul style="list-style-type: none"> • iPad /visualiser • Wobble cushions and wedges • Coloured overlays and exercise books • Larger lined exercise books • Access to sensory room/OT room • Targeted small group to develop gross/fine motor skills • Additional handwriting practice • Equipment for specific need e.g. large print ruler, large print keyboard • Fidget toys or stress balls • Chewlary • Weighted blankets/resources • Sensory Assessment 	Level 3- Outside Agencies Support <ul style="list-style-type: none"> • Occupational Therapy (OT) • Physiotherapy (PD) • Emotional Wellbeing and Resilience Service • C&I SEND HUB • NHS Speech and Language Therapy • Visual Impairment Team • Hearing Impairment Team • Fine and Gross motor intervention programmes as recommended by the Occupational Therapist • Care plan written, parents in agreement and have own copy, and all necessary staff informed. • Specialist nurses e.g. feeding tube, diabetes, epilepsy