



Ark Federation SEN Provision Map 2018

There are four areas of need:

1) Communication & Interaction; 2) Cognition & Learning; 3) Social, Emotional and Mental Health; 4) Sensory and Physical.
Each area of need may have one or more strands.

There are three levels of provision for each area of need:

- A) Universal** For any child's needs, quality first teaching and interventions should be in place.
- B) Enhanced** For children exhibiting a higher level of need, further interventions may be required to enhance learning – A My Plan will be used to help pinpoint needs, resources and strategies at this level.
- C) Specialist** For children whose needs continue to impact on their learning, specialist intervention may be required. A *My Plan will be needed. Further resources may be requested via an application for an EHCP.*

Pupil Needs	Intervention	Resources	Impact / Success Criteria
<p>Level A) Social Communication</p> <ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Over/under sensitivity to touch, light, taste, sound, smell or colour 	<ul style="list-style-type: none"> • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Whole school awareness and training 	<ul style="list-style-type: none"> • Visual timetables, schedules & prompts • First / next board • Simple Social Stories • Role-play scenarios • Buddy system • Circle time activities • Monitoring cards, e.g. traffic lights or rating scale • Time-out system • Visual prompt cards, e.g. take turns, stay on topic • Emotions cards and activities 	<ul style="list-style-type: none"> • Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour

Pupil Needs	Intervention	Resources	Impact/ Success Criteria
<p>Level B) Social Communication</p> <ul style="list-style-type: none"> • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Attention focused on own needs and interests • Extreme reactions, rather than a graded response 	<ul style="list-style-type: none"> • Regular mentor support, including adults or peers • Increased adult support • Access to time out area or distraction free environment • Optional sensory breaks • Personalised Social Stories • Comic Strip Conversations • Small social skills group • Small friendship skills group 	<ul style="list-style-type: none"> • TA time • Social Stories • Comic Strip Conversations • Personalised learning station • Exit strategy • Developing Social Communication Skills 	<ul style="list-style-type: none"> • Pupil can calmly and independently move around the school at key changeover times • Increased social inclusion • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Improved friendships • Greater participation at playtime with less adult intervention
<p>Level C) Social Communication</p> <ul style="list-style-type: none"> • Unable to cope with close proximity to other • Physical outbursts if stressed, e.g. another pupil gets too close, toy taken away • Echolalia (repeating things), rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, 	<ul style="list-style-type: none"> • Paired or 1:1 curriculum tasks with TA support, differentiated by the teacher • Individual work station • Individualised programme, including specific interventions supported by the SENCo and perhaps outside professionals • Sensory breaks and snacks • Individual visual timetable and support to use it • Visual approaches personalised to pupil • Specific interest activities • Comic Strip Conversations or 	<ul style="list-style-type: none"> • High level of TA support • Specialist team involvement, e.g. EP • Alternative teaching space • Training for staff in social communication difficulties as needs arise 	<ul style="list-style-type: none"> • Able to access the mainstream curriculum with support • Improved behaviour • Reduced frustration

eating	Social Stories		
Pupil Needs	Intervention	Resources	Impact/ Success criteria
Level A) Language <ul style="list-style-type: none"> • Difficulty when <i>saying</i> words or sentences • Difficulty <i>understanding</i> words or sentences • Difficulty following /processing instructions • Short attention span • Comprehension and /or decoding affected in Literacy 	<ul style="list-style-type: none"> • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding • Model correct sentences • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary • Guided reading for decoding and comprehension, especially inference • Whole school awareness and training 	<ul style="list-style-type: none"> • Communicate in Print software • Talk/sound buttons • Talk Tracker Boxes 	<ul style="list-style-type: none"> • More contributions to class and group discussions • Expanded oral & written sentences • Increased confidence • Improved listening & attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of the lesson • Enhanced reading comprehension
Pupil Needs	Intervention	Resources	Impact/ Success criteria
B) Language <ul style="list-style-type: none"> • Considerable difficulties with receptive and / or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions 	<ul style="list-style-type: none"> • Language Link group- vocabulary, verbs, negatives, questioning, reasoning • Vocabulary teaching with phonological & semantic cues • Colourful Semantics programme • Use of information carrying words when giving instructions • Targeted comprehension group • Concept development programme 	<ul style="list-style-type: none"> • Speech/Language Link • Communication books • Resources for word and sentence development, e.g. Speechlink • Numicon • Concept signs and symbols 	<ul style="list-style-type: none"> • Correct usage of grammar, e.g. plurals & tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding &/or inference • Ability to follow longer instructions • Improved words and sentences in writing

Pupil Needs	Intervention	Resources	Impact/ Success criteria
C) Language <ul style="list-style-type: none"> • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating an oral sentence • Severe difficulty understanding words, sentences and instructions • Very early levels of literacy 	<ul style="list-style-type: none"> • Individualised Language Link or SALT programme • Use of Makaton signing by staff • Individual vocabulary wordbook • Continued use of enhanced strategies 	<ul style="list-style-type: none"> • SALT programme & advice • Training for staff in SLCN • Makaton/BSL training for adults as needed • Communicate in Print for curriculum differentiation • Individualised Language Link programme 	<ul style="list-style-type: none"> • Personal needs met • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access
Pupil Needs	Intervention	Resources	Impact/ Success criteria
A) Speech <ul style="list-style-type: none"> • Speech that is sometimes difficult to understand • Decoding often poor in literacy 	<ul style="list-style-type: none"> • Application of specific speech targets during the day • Time for Talk • Attention & listening activities • Oral blending and segmentation linked to reading, spelling and phonics 	<ul style="list-style-type: none"> • Time for Talk • Good listening prompts • Letters & sounds early phases • Phonics Play • Read, Write Inc • Making & breaking word activities 	<ul style="list-style-type: none"> • Correct pronunciation of sounds in some situations • Segmentation of oral words
Pupil Needs	Intervention	Resources	Impact/ Success criteria
Level B) Speech <ul style="list-style-type: none"> • Speech is often difficult to understand • Speech difficulties are impeding literacy development 	<ul style="list-style-type: none"> • Targeted group • Specific phonemic awareness programme linked to letters • Segmentation activities linked to topic and functional vocabulary 	<ul style="list-style-type: none"> • Activities based on assessment • Phonological awareness linked to speech production • Phonics programme with strong phonological awareness component, e.g. Letters and Sounds/Read, Write, Inc 	<ul style="list-style-type: none"> • Improved production of speech sounds • These still need to be applied throughout the day • Some segmentation of vocabulary – syllables, rhyme, phonemes

Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level C) Speech</p> <ul style="list-style-type: none"> • Speech is incomprehensible to an unknown adult or peer • Significant impact on literacy 	<ul style="list-style-type: none"> • Speech cueing system, if advised by SALT, e.g. cued articulation • AAC system • Total communication including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by SALT or Language Link • Consistent support from teacher and TA to apply speech sounds throughout the day 	<ul style="list-style-type: none"> • Advice from SALT • Adult support for speech application throughout the day • Specialist advice from ICT Advisory teacher • Total communication training for staff 	<ul style="list-style-type: none"> • Improved but perhaps not perfect articulation of speech sounds at word, sentence or conversation level
Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level A) Cognition & Learning</p> <ul style="list-style-type: none"> • Low levels of attainment and progress • Difficulty acquiring new skills (particularly in Literacy and Numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing, ordering, word finding • Limited skills in verbal 	<ul style="list-style-type: none"> • Pupil's name and eye contact established before giving instructions • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and/or difficult vocabulary • Pre-teach vocabulary • Check for understanding • Consistent use of positive language • Jot down key points/instructions • Give time before response is needed 	<ul style="list-style-type: none"> • Flexible grouping • Dictaphones • ACE dictionary • Laptop/iPad • ICT resources • Vocabulary cards • Writing frames • Spellcheckers • Visual prompts • Modified resources • Alternatives to copy writing e.g. photocopies • Individual whiteboards for drafting • Cloze passage • Writing Frames • Letters & Sounds/Read, Write Inc • Circle time • Buddy systems / study buddies 	<ul style="list-style-type: none"> • Increased/equal access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Able to predict / recount content of lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Improved listening &

<p>exchanges</p> <ul style="list-style-type: none"> Avoidance strategies 	<ul style="list-style-type: none"> Visual cues and prompts Visual timetable Collaborative working opportunities Key vocabulary displayed/available Time given for processing Consistent use of terms Repetition and reinforcement of skills Tasks simplified or extended Whole school awareness and training Visually supportive learning environments e.g. working walls, word mats Supported social and emotional development Positive Marking Opportunity to access and record information in a variety of ways including IT Use of coloured IWB backgrounds, gels etc. Paired reading Structured phonic programmes Consistent implementation of rewards and sanctions Multi-sensory approach to learning (VAK) 	<ul style="list-style-type: none"> Clear rewards and sanction systems Coloured resources e.g. paper, overlay, fonts Reading rulers Number lines Maths equipment Music to aid concentration and focus Reward systems 	<p>attention</p>
Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level B) Cognition & Learning</p> <ul style="list-style-type: none"> Increasing phonological and short term memory difficulties Widening gap in attainment and 	<ul style="list-style-type: none"> Targeted / guided sessions – Literacy and Numeracy Reinforcement and practice input Use of a range of reinforcement 	<ul style="list-style-type: none"> TA time Increasing range of specialist ICT equipment Use of specialist programmes to make resources e.g. Communicate 	<ul style="list-style-type: none"> Increased capacity for independent learning Improved self-esteem Developing “I can” attitude

<ul style="list-style-type: none"> progress Increasingly low self-esteem Episodes of frustration and / or aggressive behaviours Episodes of dis-engagement Difficulty in forming concepts, especially when information Requires first hand sensory experiences 	<p>programmes</p> <ul style="list-style-type: none"> Multi-sensory practice groups for reading and spelling Structured phonic programmes based on multi-sensory approach Pre-teaching key concepts Planned opportunities for group pre-teaching key elements (literacy and numeracy) Group literacy intervention programmes Developing touch typing Study skills Alternate methods of recording work e.g. mind mapping, role play, audio recording, posters, dictation to peer/adult, use of ICT Additional time for key curriculum areas Develop a range of working memory strategies 	<p>in Print</p> <ul style="list-style-type: none"> Reading programmes e.g. Letters & Sounds, Rigby Stars, ORT Range of specialised programmes e.g. Thrass, Sounds Write, Catch-Up Literacy Units of Sound Boxes Font (dyslexia box) Voice recognition software ICT resources to support reading and writing e.g. mind mapping Working memory resources/training 	<ul style="list-style-type: none"> Decrease in number of frustrated and or aggressive behaviours Improved engagement in learning Desire to learn Developing bank of secure concepts Clear approach/ strategies of what to do when unsure or unclear about learning Narrowing gap in attainment between peers Improved short term memory
Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level C) Cognition & Learning</p> <ul style="list-style-type: none"> Significant difficulty in retaining learning, or significant difficulty in applying learning. Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties Disengagement from learning, non-attendance and/or behavioural difficulties 	<ul style="list-style-type: none"> Planned 1:1 support Structured 1:1 teaching of specific numeracy skills identified through diagnostic assessments Personalised learning programmes based on multi-sensory principles with frequent over-learning Precision Teaching for literacy and numeracy A range of targeted interventions 	<ul style="list-style-type: none"> Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers) 	<ul style="list-style-type: none"> Able to access mainstream curriculum with clear differentiation and appropriate provision More able to retain information that has been regularly over-learnt Able to apply learning in familiar context with some support Less frequent episodes of frustration Improved feeling of self-

	<ul style="list-style-type: none"> • Additional planning and arrangements for transition including baseline assessments • Access arrangements for tests and exams • Individual mentoring and/or counselling 		<p>worth</p> <ul style="list-style-type: none"> • Increase in engagement levels and motivation • Increase in independency • Increase in attendance in school
Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level A) Social, Mental & Emotional Health</p> <ul style="list-style-type: none"> • Experiencing difficulty in remaining on task • Seeking frequent adult support • Low level disruptions or attention seeking behaviours • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful 	<ul style="list-style-type: none"> • Clear whole school behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of rules – visual prompts to support if needed • Class and school mediation strategies • Social seating and proximity to teacher • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Calming strategies • Clear communication with parent/carer 	<ul style="list-style-type: none"> • Visual prompts for positive behaviours • Reward chart/system • Whole school development with positive intervention strategies • Time out/quiet areas • SEAL 	<ul style="list-style-type: none"> • Increased levels of independence • Improved concentration • Improved social interaction • Greater interest in learning and improved engagement • Able to work collaboratively and improved group learning • Accelerated progress and good levels of attainment

Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level B) Social, Mental & Emotional Health</p> <ul style="list-style-type: none"> • Increasing disturbances during lessons • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Uncooperative or defiant • Increasing inability to follow instructions and routines • Presenting as significantly unhappy or stressed 	<ul style="list-style-type: none"> • Small, carefully thought-out group settings or one-to-one working • Careful monitoring and targeting • Individual plans (IEPs) and/or Pastoral Support Plans • SMART (specific, measurable, achievable, realistic and time-related) targets • Enhanced personal social and health education programmes • Programmes for managing and controlling behaviour • Anger-management programmes • Counselling and peer support 	<ul style="list-style-type: none"> • Thrive individual assessments and action plans • SEAL small group work • Individual Behaviour Plan with SMART targets • Behaviour Care Plan for children who may need physical intervention • Pastoral Support Plan for children who are at risk of disaffection and exclusion • Personalised curriculum and structured activities 	<ul style="list-style-type: none"> • Feeling safe in school • Drop in anxiety levels • Staff stress levels decrease and greater confidence in managing challenging behaviour • Clear emergency procedures and care plans shared with staff, parents and child • Improved friendships and relationships • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Able to resolve conflict peacefully
<p>Pupil Needs</p>	<p>Intervention</p>	<p>Resources</p>	<p>Impact/ Success criteria</p>
<p>Level C) Social, Mental & Emotional Health</p> <ul style="list-style-type: none"> • Non-attendance • Frequent episodes of aggression towards peers and adults 	<ul style="list-style-type: none"> • Personalised curriculum and possibly timetable • Care plan regularly reviewed with pupil and parent • Identified key adult(s) • Regularly reviewed behaviour 	<ul style="list-style-type: none"> • Access to 1:1 support as needed • Small group intervention such as Thrive work • Interventions such as art/play therapeutic approaches • Counselling • Outdoor learning 	<ul style="list-style-type: none"> • Decrease in incidents from records • Beginning to feel safe • Beginning to feel special and have needs met • Beginning to trust adults • Beginning to participate

	<p>targets and/or Thrive action plan</p> <ul style="list-style-type: none"> • Emphasis on social emotional learning • Regular involvement of external agencies to support and monitor progress 		<p>and contribute to a small group and signs of some pro social behaviours</p> <ul style="list-style-type: none"> • Better understanding of child's needs
Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level A) Physical & Sensory</p> <ul style="list-style-type: none"> • Difficulty listening • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment • Difficulty with handwriting / fine motor control 	<ul style="list-style-type: none"> • Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support • Developing note taking skills • Allow thinking time • Summarise key points at start and end of lesson • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Pre-writing activities / warm up • Letter formation and fine motor skills activities • Grip development • Pre-prepared work with date/LO etc. • Electronic copies of work 	<ul style="list-style-type: none"> • Visual aids and prompts • Subject vocabulary dictionary • Development of visual learning environments • Vocabulary cards and cues • Disability awareness training • Clean whiteboards and good quality pens • Sloping boards • Environmental audit by ROVIC team • Use of blinds/curtains to block sun • Take 10 • 'Leap into Life' • Range of pencils and grips • Access to ICT programmes and support tools 	<ul style="list-style-type: none"> • Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information

Pupil Needs	Intervention	Resources	Impact/ Success criteria
<p>Level B) Physical & Sensory</p> <ul style="list-style-type: none"> • Difficulty listening at a distance of more than 2 metres from the speaker • Moderate visual impairment 	<ul style="list-style-type: none"> • TA support • TA to support revision of key skills and concepts • Use of Radio Aid (FM) system • Use of note taker (TA) – using IT, mind maps etc. • Training – technical support • Modified resources (e.g. large print) • Training and intervention from staff • ICT training to increase independent access • Social/life skills development 	<ul style="list-style-type: none"> • Pupil Support Profile • Variable TA time • Curriculum reflects disability awareness • Radio Aid • Teacher of the Deaf support • Large print books • Electronic books • Low vision aids • Exam modifications • Personal laptop/ iPad • Differentiated equipment across subjects • VI/HI team support • Fun Fit intervention • Equipment to aid skills 	<ul style="list-style-type: none"> • Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development
<p>Pupil Needs</p>	<p>Intervention</p>	<p>Resources</p>	<p>Impact/ Success criteria</p>
<p>Level C) Physical & Sensory</p> <ul style="list-style-type: none"> • Severe/profound hearing loss • Unable to listen, process information efficiently and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment 	<ul style="list-style-type: none"> • Small group work; • Variable TA support • Review of semantics and syntax of curriculum texts • Live speaker / translator • Copies of scripts and subtitles • TA supporting social inclusion • Specialist training • Specialist teaching sessions • Adaptation of all materials • Personal/ revised timetable 	<ul style="list-style-type: none"> • Timetabled tutorial • Time with specialist teacher • Specialist advice and support • Disability awareness • Access to NDCS events • TA support to review language and notes • Individual or small group sessions • VI/HI team time 	<ul style="list-style-type: none"> • Improving language and literacy skills • Increased confidence approaching new situations • Able to access curriculum • Improved BPVS results • Improved phonological awareness - increasing vocabulary

