



Coldfall Primary School SEND Provision Map - 2024-25

Area of Need	Universal All pupils, where appropriate	Targeted	Specialist support
Communication and Interaction	<ul style="list-style-type: none"> ● Adapted curriculum planning, delivery, activities and outcome (e.g. simplified language, repetition, chunking instructions, processing time, adults checking in, no hands up when appropriate, targeted questioning when appropriate). ● Frequent and appropriate use of talk partners and group work to promote peer tutoring and learning. ● Carefully considered seating arrangements. ● Visual timetables in all classrooms. ● Structured school (e.g. The Golden Rules, restorative justice approaches) and class routines. ● Preparing for any planned changes in timetables, both verbally and visually. ● Providing resources to support learning new vocabulary (e.g. vocabulary displayed in classrooms, visual word banks, mind maps, high quality modelling). ● Good modelling of language used by all staff, including using clear sentences and recasting. ● Staff have high quality interactions with pupils. ● Visual displays to support listener expectations e.g. good sitting, good listening and good looking alongside a hierarchy of what to do if you are stuck (e.g. look at the display, check the materials available on the table, look in the text, ask your talk, ask the teacher). 	<ul style="list-style-type: none"> ● Individual adapted curriculum planning, delivery, activities and outcome. ● Individual Targets - SEND support plans. ● Individual timetable. ● Flexible and adapted timetables. ● Individual workstations. ● TAs to deliver support programmes in 1:1 and/or groups guided by our Speech and language Therapist. ● WellComm intervention in Early Years. ● Early Years support for alternative forms of communication, ie. visuals, simple Makaton signs. ● TA support when appropriate. ● 1:1 and/or group work. ● Visual prompt cards and support. ● Now and Next written/visuals. ● Social stories. ● Comic Strip Conversations. 	<ul style="list-style-type: none"> ● Input from NHS speech and language therapist and/specialist speech and language therapist to set targets and review individual programme (EHCP only). ● Referral to The Language and Autism Team. ● Referral to Haringey Learning Partnership outreach support. ● Specific staff training.

	<ul style="list-style-type: none"> ● Actively encourage the asking of questions after direct teaching input and positively support asking for help/clarification to normalise the asking of questions. Praise the use of questioning. ● Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school. ● Explicitly teach what learning strategies are and when to use them (a meta-cognitive approach). ● Explicitly teaching the language of exams and assessments as these may be worded in complex ways. ● Information on the child's needs, what helps/strategies and relevant targets e.g. Pupil Passports and SEND Support plans (if appropriate) shared with all staff working with them. All classes have a SEND folder with this in. Also saved in relevant folders on our system for all staff to access. ● Blooms taxonomy questioning. ● Outdoor Play and Learning for all at lunch times. 		
Cognition and Learning Literacy & Maths	<ul style="list-style-type: none"> ● Visual timetables in all classrooms. ● Chunking tasks. ● Increased visual aids and modelling. ● Timers. ● Active learning teaching style. ● Small group teaching in Year 1. ● Phonics. ● A rich learning environment - displays to support learning. ● High quality lessons that are sequenced well. ● Speed sound charts and mats. ● Use of writing structures/planners e.g. writing frame, story mountain. 	<ul style="list-style-type: none"> ● Individual adapted curriculum planning, delivery, activities and outcome. ● Individual Targets - SEND support plans. ● Individual timetable. ● Flexible and adapted timetables. ● Individual workstations. ● Now and Next written/visuals. ● Interventions e.g. TRUGS (reading intervention), daily readers, pre-learning and over-learning groups, slot with our Learning Mentor, ● Individual Targets - SEND support plans. ● Individual workstations. 	<ul style="list-style-type: none"> ● Educational Psychologist for cognitive assessments and/or observations. ● Specific learning difficulty support - coloured overlays, reading rulers, paper for dyslexic learners, dyslexia friendly reading books. ● Specific staff training.

	<ul style="list-style-type: none"> ● Writing prompts (e.g. visual word banks and sentence starters). ● High quality modelling e.g. writing example modelled. ● Explicit teaching e.g. of how to use a calculator, ruler, protractor and other Maths equipment. ● Task Planner for all - written or symbolic format. Giving the child manipulative resources (e.g. Numicon, counters, cubes, Dienes - to provide a concrete representation to work out number problems before they move onto a more abstract level of maths). ● Providing resources to refer to in lessons (e.g. hundred squares, number lines, times table charts). ● Repeated learning opportunities . ● Challenge throughout. ● Good behaviour for learning - supported by all adults. A positive mindset, mistakes modelled and perseverance shown, positive praise and encouragement. 	<ul style="list-style-type: none"> ● Classteacher/TA support when appropriate e.g. 1:1 and/or group work. ● Individual timetable. ● Flexible and adapted timetables. 	
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> ● Raising awareness of mental health during assemblies, PSHE and Mental Health Awareness Week. ● Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health. ● Appointing a Senior Mental Health Lead with a strategic oversight of our whole-school approach to mental health and wellbeing. ● Making classrooms safe spaces to discuss mental health and wellbeing through interventions such as worry boxes and circle time. 	<p>If a pupil is identified as having a mental health need, the Pastoral Team (DHT, SMHL, DSL, LM, SENDCO) will take a graduated and case-by-case approach to making an assessment (Strength and difficulties Questionnaire) and providing tailored support, further to the provision of the baseline support as detailed in the previous column. The school will offer support in cycles of:</p> <ul style="list-style-type: none"> ● Assessing what the pupil's mental health needs are. ● Creating a plan to provide support. 	<p>If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support. A pupil could be referred to:</p> <ul style="list-style-type: none"> ● Referral to The Language and Autism Team. ● Referral to Haringey Learning Partnership outreach support. ● GP or Paediatrician

	<ul style="list-style-type: none"> ● High Quality teaching strategies for all groups of children to access the curriculum, particularly our pupils with SEND and those who are disadvantaged. ● Structured school (e.g. The Golden Rules, restorative justice approaches, emotion coaching) and class routines. ● Green School - Green Flag Award. ● Positive praise and encouragement. ● Celebration of success - Golden Book assemblies, Star of the Week, a postcard home from the headteacher, visits to SLT, SENCo and other staff members. ● The Zones of Regulation - a whole school approach. ● Whole school strategies to support regulation - breathing exercises. ● Grounding techniques. ● Safe spaces in school e.g. cosy book corner. ● Give me 5 - trusted adults. ● Whole school behaviour policy - The Golden Rules. ● Class contracts. ● Circle Time/PSHE activities. ● Outdoor Play and Learning for all at lunch times. 	<ul style="list-style-type: none"> ● Taking the actions set out in the plan. ● Reviewing the effectiveness of the support offered Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. <p>The support offered at our school includes: soft starts to the school day, opportunities to mentor younger children, social interventions such as board games, Friendship Terrace, Alex Kelly’s Social Skills and Lego Therapy, support, Minecraft Mentor/Mentee Club, Learning Mentor support, SLT mentor support, sessions with the therapy dog and school counsellor sessions.</p> <ul style="list-style-type: none"> ● Behaviour adaptations. ● Risk Assessment Plan. ● Individual Targets - SEND support plans. ● Access to equipment such as fidget aids. ● Outdoor Play and Learning buddies. ● Individual timetables. ● Flexible and adapted timetables. ● Social stories. ● Comic Strip Conversations. 	<ul style="list-style-type: none"> ● Child and Adolescent Mental Health Services (CAMHS)/Barnet Integrated Clinical Services (BICS)/ Children’s Wellbeing Practitioner (CWP) service, Early Help. ● Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth). ● Local counselling services. ● Support from EP service. ● Attendance officer EWO. ● Specific staff training.
<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> ● Flexible teaching arrangements. ● Whole class movement breaks. ● Medical support - trained first aiders. ● Staff awareness and understanding. ● Providing alternative pens, pencils grips, writing slopes. ● Mobility access; ramps, lift access. ● Active learning teaching style. 	<ul style="list-style-type: none"> ● Risk Assessment Plan. ● Adaptations to the environment to support physical needs e.g. grab rails in toilets. ● Additional handwriting practice ● Access to environments which are as free from distraction as possible. ● Access to equipment e.g. Ear defenders, fidget aids. 	<ul style="list-style-type: none"> ● The Vale Outreach team. ● Physiotherapy referral. ● Occupational Therapist referral. ● Paediatrician referral. ● 1:1 adult support to access the school environment and learning. ● 1:1 medical support to give medication and support other medical needs e.g.

			<p>monitor blood sugar levels / food intake etc for pupils with diabetes.</p> <ul style="list-style-type: none">● Access to trained staff to support medical conditions.● Specific staff training.
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