

Whole School and Special Educational Provision Mapping (Pre Code and Stages 1-3)



PRIMARY	Cognition and Learning	Social, Behavioural, Emotional and Well-Being	Speech, Language and Communication Needs	Sensory and Physical
<p><b>Whole School Provision</b></p>	<p><b>For pupils displaying or experiencing Cognition and Learning Difficulties</b>  <u>General Strategies</u></p> <ul style="list-style-type: none"> <li>• Providing visual prompts and cue cards.</li> <li>• Pairing with another peer.</li> <li>• Allowing time for processing</li> <li>• ‘Chunking’ and repeating instructions</li> <li>• Differentiated tasks with tasks matched to the needs of chn, revisit, revise, repeat</li> <li>• Opportunities for over-learning</li> <li>• Listening and attention activities (FND – Rise NI small group programme)</li> <li>• Multi-sensory learning approach – visual, auditory and kinaesthetic learning – making</li> </ul>	<p><b>For pupils displaying or experiencing SBEW needs</b></p> <ul style="list-style-type: none"> <li>• Adhering to whole school Positive Behaviour Policy</li> <li>• Circle Time – teach and practice social skills</li> <li>• Social stories – develop and understand social norms</li> <li>• Reward systems</li> <li>• Seating plan – work stations or quieter area of classroom with minimal distractions</li> <li>• Work screens as required</li> <li>• Clear, agreed class rules, routines and consequences.</li> <li>• Written/visual timetable at the start of the day – talk through</li> <li>• Auditory/visual indicators to end or change an activity</li> <li>• Visual prompts or consistent non-verbal signs to show expected social behaviours.</li> </ul>	<p><b>For pupils displaying or experiencing SLC difficulties</b></p> <ul style="list-style-type: none"> <li>• Involving parents – attendance at meeting, Home School liaison book</li> <li>• Using cued listening</li> <li>• Planning and evaluation of differentiated curriculum activities</li> <li>• Being aware of the number of information carrying words being used</li> <li>• Chunking instructions, giving processing/response time and stressing keywords</li> <li>• Supporting oral presentation with visuals/kinaesthetically</li> <li>• Using visual intro/summaries of discussions e.g. mind maps, charts, comic strip</li> <li>• Using consistent non-verbal signs for</li> </ul>	<p><b>For pupils experiencing sensory or physical needs</b></p> <ul style="list-style-type: none"> <li>• Seating the pupil at the front of the class with their back to the window</li> <li>• Facing the pupil when speaking to them and speak clearly at a normal rate</li> <li>• Minimise background noise – close doors and windows</li> <li>• Use visual media with sub titles</li> <li>• Facilitating access to quiet room</li> <li>• Use computers, diagram, mind map to record information.</li> <li>• Involving parents through meeting and agreed strategies</li> <li>• Good lighting in rooms</li> <li>• Chunking of instructions, use of</li> </ul>

	<p>use of graphics, music, actions etc</p> <ul style="list-style-type: none"> <li>• Building confidence and motivation, focus on strengths</li> <li>• Growth Mindset Programme</li> <li>• Providing aids for sequences e.g. tables, alphabet etc.</li> <li>• Using clear, well spaced print (size 14) that has good contrast.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Whole school awareness training on dyslexia</li> <li>• Dyslexia Friendly Toolbox – magnetic letters, ICT software, literacy games, word mats, overlays, cue cards for spelling and punctuation</li> <li>• Differentiating and facilitating small reading groups with high interest level reading materials based at appropriate reading age.</li> <li>• Follow RR Reading Progression using</li> </ul>	<ul style="list-style-type: none"> <li>• Give specific directions – what you want the child to do rather than what you don't want them to do.</li> <li>• Access to Calm Room</li> <li>• Sensory box</li> <li>• Worry box</li> <li>• Movement breaks</li> <li>• Suitable differentiation and reasonable adjustment plan</li> <li>• Stop and think time – discuss situations as they arise</li> <li>• Peer support</li> <li>• Involving parents – Home School book</li> <li>• PDMU – Self Esteem programme</li> <li>• RISE NI small group programme (P1 – P2)</li> <li>• Alternative Break arrangements – as required</li> <li>• Nurture Groups</li> </ul>	<p>looking/listening/hands up etc</p> <ul style="list-style-type: none"> <li>• Accept pupil's verbal feedback and model the correct phrasing</li> <li>• Structure routines</li> <li>• Colour Coded Boxes for books</li> <li>• Room labels</li> <li>• Traffic light system for pupil to show understanding</li> <li>• Reduce background noise and distractions</li> <li>• Think, Pair, Share strategy</li> <li>• Social stories to teach specific scenarios</li> <li>• Playground Buddy</li> <li>• Quiet area in the room</li> <li>• Movement breaks/sensory toys</li> <li>• Circle Time – teach social skills and develop lang.</li> <li>• Display/Picture Aids</li> <li>• Visual timetable and task aids</li> <li>• Lego Therapy</li> <li>• Talking Partners</li> <li>• Agreed priority placement in queues etc</li> <li>• Reasonable Adjustments</li> <li>• Transition Programmes – for moving class/school</li> </ul>	<p>visual aids and emphasise key words</p> <ul style="list-style-type: none"> <li>• Use clear, well-spaced font type (size 14) that has good contrast, non-cluttered</li> <li>• Using Accessibility Options on laptops/iPads e.g. colour contrast</li> <li>• Modifying workspaces to avoid clutter</li> <li>• Labelling classrooms</li> <li>• Record information in a variety of ways e.g. mind map, diagram, computer</li> <li>• Making sure all staff are aware of the nature of the disability and any perceptual or motor ability difficulty associated with a specific condition</li> <li>• Adapting the layout of the room to maximise pupil independence</li> <li>• Disabled entrances/toilet facilities</li> <li>• Checking seating height</li> </ul>
--	---	--	--	---

	<p>levelled texts and related word mazes.</p> <ul style="list-style-type: none"> <li>• Phonics – SoundsWrite scheme with differentiation then using Read Write Spelling scheme to develop skills.</li> <li>• Using ICT supports such as Read Write and predictive word processing.</li> <li>• Using alternative recording methods e.g. PowerPoints, posters, oral presentations, writing frames, cloze procedure, prompt sheets</li> <li>• Using spelling word banks</li> <li>• Reading Partners</li> <li>• Accelerated Reader</li> <li>• Using cursive writing programme to support motor memory for spelling</li> <li>• Use of EA Literacy Support channel for resources</li> </ul> <p><u>Numeracy</u></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Maths booster groups/small group support</li> </ul>		<ul style="list-style-type: none"> <li>• Designated areas in the classroom for specific activities</li> <li>• Staff ASD/SLCN training</li> <li>• Alternative Break arrangements – as required</li> <li>• Nurture groups</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the Calm Room</li> <li>• Sensory Box</li> <li>• Pencil grips</li> <li>• Buddy System</li> <li>• Accessibility planning for environment, curriculum, PE, after schools and trips</li> <li>• Adaptable PE programmes</li> <li>• Care Plans and Risk Assessments</li> </ul>
--	--	--	--	---

	<ul style="list-style-type: none"> <li>• Concrete, pictorial, abstract progression</li> <li>• Differentiated, progressive work</li> </ul>			
<p><b>Stage One Special Educational Provision</b></p> <p>Personal Learning Plans with specific targets agreed with parents and pupil</p> <p>Referrals to EA for external Special Educational Provision consulting with Educational Psychology Service as appropriate</p>	<p><b>All adjustments available within WS support plus additional provision:</b></p> <ul style="list-style-type: none"> <li>• SEN Teacher/SENCO support – 1 30 min slot per week – reviewed termly (Lit/Num depending on need)</li> <li>• Maths support using concrete maths activities</li> <li>• Phonics support groups – 1 30 min session per week – using Nessy if appropriate</li> <li>• Differentiated work - CA support where available</li> <li>• Reading Partnership – 1:1 with CA – 2 20min slots per week</li> <li>• Teaching of and using Read, Write</li> <li>• Introduction of specific SEN reading scheme – Harberton</li> <li>• Recording homework for pupil that they can stick into book or allocated on Seesaw</li> <li>• Evaluating and monitoring using quantitative data</li> <li>• FND – RISE NI Small Group programmes</li> </ul>	<p><b>All adjustments available within WS support plus additional provision:</b></p> <ul style="list-style-type: none"> <li>• Adult available for meet and greet.</li> <li>• Personal behaviour/achievement book to reinforce preferred behaviour</li> <li>• Calm Room for de-escalation and calm time</li> <li>• Modelling, coaching and reinforcing social skills – use of social stories</li> <li>• Agree strategies that can be used by the pupil to de-escalate</li> <li>• Pupil involvement in planning, implementation and review of targets.</li> <li>• Risk Assessments and Risk Management Plans as appropriate</li> <li>• Movement breaks</li> <li>• Teaching anxiety and anger management techniques – related visuals available</li> <li>• One to one nurture sessions</li> </ul>	<p><b>All adjustments available within WS support plus additional provision:</b></p> <ul style="list-style-type: none"> <li>• Following guidance given by SAL therapist (when available)</li> <li>• Conversation cards/sentence structure/questioning activities to develop language</li> <li>• Specifically designed social skills training sessions, including peer involvement, to support generalisation</li> <li>• Using individualised timetables</li> <li>• Calm Room/Area</li> <li>• Sensory box/breaks</li> <li>• Social stories</li> <li>• Circle of Friends Programme</li> <li>• De-briefing sessions after specific social activities</li> <li>• Home/School Diary</li> <li>• Workstation and left to right system for activities</li> <li>• Risk Assessments/ Management Plans</li> </ul>	<p><b>All adjustments available within WS support plus additional provision:</b></p> <ul style="list-style-type: none"> <li>• Ensure vocabulary is familiar prior to class work</li> <li>• Giving extra time for listening, thinking, responding verbally and in writing</li> <li>• Programmes for extension of language</li> <li>• Tailoring the quantity of work</li> <li>• Consolidation before/after lessons</li> <li>• Recording homework on Seesaw</li> <li>• Flexible break/lunch arrangements</li> <li>• Providing adaptive materials</li> <li>• Offering additional time for work</li> <li>• Individualised handwriting programme including OT exercises</li> <li>• Individualised motor skills programme (OT)</li> </ul>

		<ul style="list-style-type: none"> <li>FND – RISE NI Small Group programmes</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable Adjustments Plan – available for sub T</li> <li>Using visuals to teach and enable communication of feelings</li> <li>First and Then</li> <li>FND – RISE NI Small Group programmes</li> </ul>	<ul style="list-style-type: none"> <li>Social skills group activity as required</li> <li>FND – RISE NI Small Group programmes</li> </ul>
<p><b>Stage Two</b></p> <p>Personal Learning Plans with specific targets agreed with parents and pupil</p> <p>Consideration of request for Statutory Assessment consulting with Educational Psychologist as appropriate</p>	<p><b>All adjustments available at Whole School and Stage One plus:</b></p> <ul style="list-style-type: none"> <li>Support and advice from EA Literacy Service, SENEYIS</li> </ul>	<p><b>All adjustments available at Whole School and Stage One plus:</b></p> <ul style="list-style-type: none"> <li>Support and advice from EA BS Service, SENEYIS and/or HSCT</li> </ul>	<p><b>All adjustments available at Whole School and Stage One plus:</b></p> <ul style="list-style-type: none"> <li>Support and advice from EA Language and Communication Service, SENEYIS, AAIS and/or HSCT</li> </ul>	<p><b>All adjustments available at Whole School and Stage One plus:</b></p> <ul style="list-style-type: none"> <li>Support and advice from EA SEN Inclusion Service – Learning and Medical Needs, Sensory Support Service and/or HSCT</li> </ul>
<p><b>Stage Three</b></p> <p>Personal Learning Plans with specific targets agreed with parents and pupil</p>	<p><b>All adjustments available at Whole School and Stage One and Two plus:</b></p> <ul style="list-style-type: none"> <li>Statement of SEN</li> <li>Support, intervention or advice from EA external agencies,</li> <li>EA funded adult support</li> </ul>	<p><b>All adjustments available at Whole School and Stage One and Two plus:</b></p> <ul style="list-style-type: none"> <li>Statement of SEN</li> <li>Support, intervention or advice from EA external agencies and HSCT</li> <li>EA funded adult support</li> </ul>	<p><b>All adjustments available at Whole School and Stage One and Two plus:</b></p> <ul style="list-style-type: none"> <li>Statement of SEN</li> <li>Support, intervention or advice from EA external agencies and HSCT</li> <li>EA funded adult support</li> </ul>	<p><b>All adjustments available at Whole School and Stage One and Two plus:</b></p> <ul style="list-style-type: none"> <li>Statement of SEN</li> <li>Support, intervention or advice from EA external agencies and HSCT</li> <li>EA funded adult support</li> </ul>

Review provision at the end of each term to assess progression and make any necessary changes to who is receiving support.