

**Endon Hall Primary School - SEND Provision Map for Cognition and Learning**

<p align="center"><b>Wave 1</b> <b>Quality First Teaching</b></p>	<p align="center"><b>Wave 2</b> <b>SEN Support (small group intervention)</b></p>	<p align="center"><b>Wave 3</b> <b>AEN funding/EHC Plan/very small group/1:1 support</b></p>
<ul style="list-style-type: none"> <li>• Appropriate curriculum and effective teaching engages all learners and encourages good behaviour</li> <li>• Clear routines and expectations; consistent approach across the school</li> <li>• Differentiated curriculum Planning and/or Delivery and/or Outcome and/or Support and/or Questioning e.g. tasks set in class, fewer steps to instructions, simplified language, slower pace, adult support, open questions used to direct learning</li> <li>• Lesson objective and success criteria shared at the start of lesson and revisited during the session</li> <li>• Recognition of neurodiversity and reasonable adjustments in place to build on strengths and support needs</li> <li>• Visual timetable</li> <li>• Increased visual aids and prompts</li> <li>• Mixture of visual, auditory and kinaesthetic activities</li> <li>• Regular opportunities for Self/Peer assessment for/of Learning</li> <li>• SEN updates, training, sharing good practice for all classroom staff</li> <li>• Use of writing frames/scaffolds</li> <li>• Use of ICT to support/facilitate learning</li> <li>• Varied opportunities for learning through practical activities and experiential learning</li> <li>• Opportunities to transfer/generalise/use/apply their learning in different contexts</li> <li>• Multi-sensory</li> <li>• Regular progress reviews and Parent/Teacher consultations/drop-in sessions to monitor individual targets and progress, set new targets, involve parents/carers in understanding progress and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Pupil Plan</li> <li>• Clear procedures in place for the identification and assessment of pupils who may support</li> <li>• Specific SEN training/sharing good practice for all classroom staff in areas identified by need</li> <li>• Split exposition teaching</li> <li>• Pre-teaching</li> <li>• Now and next boards</li> <li>• Phonics booster sessions</li> <li>• Dyslexia Friendly classrooms</li> <li>• Guided Group Work</li> <li>• Thinking and planning games</li> <li>• Memory and concentration skills</li> <li>• Auditory and visual memory skills</li> <li>• Concentration skills</li> <li>• Thinking and planning skills</li> <li>• Peer tutoring</li> <li>• Access through referral to the Preventative District Inclusion Panel (PDIP) for advice/resources</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Pupil Plan</li> <li>• Personal EHC Plan (where appropriate)</li> <li>• Access to outside agencies including SENSS, Educational Psychologist and Dyslexia Centre</li> <li>• Rapid Readers</li> <li>• Precision Teaching</li> <li>• Chris Staunton Daily Diary</li> <li>• Nessy Reading and Spelling</li> <li>• Nessy Writing Beach</li> <li>• SOS Spelling</li> <li>• High Frequency word recognition</li> <li>• Phonics letter sound recognition</li> <li>• Better Reading Partners</li> <li>• Access through referral to the SEND Hub for advice/resources</li> </ul>