



St Paul's Junior School: Graduated Approach to SEN Provision Map

Child:	UNIVERSAL All children and young people High quality teaching	SEN SUPPORT SOME children and young people Additional targeted support	HIGH NEEDS A FEW children and young people Support for complex and long term difficulties
Area Of Need			
Communication and Interaction	Personalised and differentiated teaching, including questioning In-class TA support In-class targeted teacher support Talk for Writing Techniques Use of STC symbols Learning presented in small chunks.	Pre Teaching of key vocabulary Speech and Language Group (planned by SENCO) Use of Talking Tins	School Entry Transition Plan 1:1 TA Support SLT Plan (Provided by therapist) Individualised Timetable Communication Book Clicker
Cognition and Learning	High expectations of children and appropriate challenge for all Clear feedback and next steps in their learning – children involved in the process and given time to respond Personalised and differentiated teaching, including questioning Modified Teacher/TA language In-class TA support In-class targeted teacher Learning walls to support key learning points Increased visual aids Learning presented through visual, auditory and kinaesthetic styles Visual timetables/labelling Use of talking tins ICT to support learning Coloured Overlays Word Mats Pupil self-evaluation through use of E,D,S Help Boxes accessible to all	Pencil Grips Read, Write Inc, Fresh Start Rapid Maths Spelling Detectives Phonics Group Intervention Handwriting group (Teodorescu) Beanstalk – Additional Reading Support Number Detectives EAL Group Support Spell Checkers Use of concrete equipment e.g. place value counters Year 6 SATs Boosters	1:1 TA Support School Entry Transition Plan Own Workstation 5 Minute Box – Maths 5-Minute Box – English ILI Precision Teach – Maths Precision Teach – Reading Precision Teach – Spelling Reading Recovery Daily Reader
Social, Emotional and Mental Health	Good relationship with child and parents Structured school and class routines Consistent expectations Meet and Greet with key adult each morning Traffic Light Behaviour System Now and Next Cards Individual Timetable Circle Time Celebration Assembly Restorative Approach Praise and Recognition Positive Individual attention	Movement Breaks Wobble Cushion Fiddle Toys Social Skills Group Horse Riding Forest School Gardening Group Calming Strategies Mindfulness Lunchtime Club Group Yoga Sessions	School Entry Transition Plan Individual Behaviour Plan 1:1 TA Support (Trusted Adult) PLACE Approach Talkabout Sensory Room Sensory Plan Theraplay Sessions ELSA Support CAMHS Support Team Teach Positive Handling Plan Red/Yellow card behaviour system Daily Handover to parents Appropriate Individual Rewards Yoga Sessions Time with School Dog Lego Therapy
Sensory and/or Physical Needs	Chunky Pencils Physical Development – PE lessons	Writing slope High visibility Lines Wobble Cushion Fiddle toys PIMS Advice/Care Plan Alternative methods of recording	School Entry Transition Plan 1:1 TA Support Specialist Equipment Individualised OT Programme Individualised physiotherapy programme Additional Access e.g. wheelchair, transport Intimate Care Plan Positive Handling Plan Safe Evacuation Plan Ear Defenders Pencil Chew Tops

