



**Minet Junior School**

**SEND Provision map**

**This document outlines the provision available to all children in MJS to the individualised support we offer specific children.**

<b>Universal support – Taken from Hillingdon Ordinarily Available Provision (OAP). This is available to ALL.</b>			
<b>Social, Emotional and Mental Health</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and sensory</b>
<p>School staff have access to and engage with relevant training that provides skills and knowledge to be able to identify and support child with social, emotional, and mental health needs.</p> <p>Pastoral Support is accessible and implemented for child when and if needed.</p> <p>School staff are aware of how to support child's wellbeing using appropriate resources.</p> <p>School staff are aware of how to support child's wellbeing using appropriate resources (zones of regulation).</p> <p>All school staff promote self-esteem, confidence, resilience, and anxiety management for child through explicit teaching on such topics embedded within the curriculum.</p> <p>Staff are Mental Health First Aid trained.</p> <p>All school staff promote self-esteem, confidence, resilience, and anxiety management for child through explicit teaching on such topics embedded within the curriculum.</p> <p>There are opportunities for child to share opinions and concerns in a safe environment.</p>	<p>School staff embed child's individual and specific interests into the curriculum to adapt for individual needs.</p> <p>School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support child with learning difficulties, i.e., Precision Teaching, TEACCH, Working Memory.</p> <p>School staff to have access to a range of concrete materials to establish child's learning skills.</p> <p>Observational assessments of learning and emotional responses to different learning contexts.</p> <p>Assessment over time, using structured and robust programmes to develop skills.</p> <p>Adaptive teaching is planned for and executed through content, process, product and learning environment.</p> <p>School staff identify and support child to understand their learning strengths and areas of development.</p> <p>Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independent learning.</p>	<p>School staff model positive language</p> <p>Verbal communication is supported consistently with visuals based on level of ability e.g., objects of reference, picture symbols, Widget</p> <p>Introduce a variety of ways to express themselves e.g., poems, songs, drama, rhymes etc</p> <p>School staff allow time for child to process and respond - minimum 10 seconds</p> <p>Decrease social pressure of speaking and provide alternatives/cues e.g., whiteboard, talking box etc</p> <p>School staff facilitate opportunities for CHILD to share understanding of emotions through direct teaching</p> <p>School staff to have accessible resources to support social imagination e.g., Story planners, writing frames, sentence starters, social mapping</p> <p>School staff to be aware of tone of voice and rate of speech</p> <p>Adapt nonverbal communication (body language) so that it is positive and matches child's needs</p>	<p>Supervision during unstructured times</p> <p>Personal needs are met such as toileting and feeding</p> <p>Clearly defined spaces for personal equipment</p> <p>Careful consideration where to position child within the classroom</p> <p>Review seating arrangements to ensure good posture, remember areas away from main class such as dining/ outside area etc</p> <p>Child <b>must</b> have full access to school trips and learning outside of the classroom</p> <p>Reasonable adjustment in lessons such as PE e.g., differentiated lessons and equipment, personalised curriculum in such a way that is accessible to child</p> <p>Adults to look for signs of fatigue, building in rest breaks as required</p> <p>Consistent whole school staff approach</p> <p><b>Vision impairment</b> Environment is planned taking consideration of vision impairment needs e.g., playground and classroom layout,</p>

<p>Language used in classroom is focused on child's strengths and helps to promote aspirational outcomes.</p> <p>Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independence.</p> <p>Behaviour Policy is robust and reflects child's strengths and needs and is easily accessible.</p> <p>Absconding Policy is robust and reflects child's strengths and needs which is easily accessible and used by all.</p> <p>Anti - bullying policy is robust and reflects child's strengths and needs which is easily accessible and used by all.</p> <p>Adaptive teaching is planned for and executed through content, process, product and learning environment.</p> <p>A designated member of staff that the child can check in with. School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support child with social emotional and mental health difficulties.</p> <p>Progress should be carefully assessed, monitored and evaluated.</p> <p>Opportunities for child to build social relationships in spaces of their choosing.</p> <p>Relevant school staff have engaged in training on de-escalation techniques.</p> <p>School staff adopts approaches to support emotional regulation.</p>	<p>School staff to have access to multi-sensory teaching approaches and embed those when necessary.</p> <p>Emphasis on visual teaching aids to support learning when necessary.</p> <p>School staff to use strategies and support materials to help compensate for weaker executive functioning, i.e., timer, checklist, highlighters.</p> <p>Child have access to key information on a given subject.</p> <p>School staff repeat information and make connections to other learning concepts during teaching.</p> <p>School staff to reduce volume of work (quality vs quantity) with a focus on most important learning tasks.</p> <p>School staff to present concepts in a variety of forms, using visual and auditory support.</p> <p>School staff repeat information where needed using visual and verbal checklists.</p> <p>Child to have access to reference tools: posters, dictionaries, written instructions, and lists of procedures.</p> <p>School staff facilitate children's reflection on learnt information while activating previous knowledge.</p> <p>School staff facilitate over-learning and revision to support child's personal organisation skills.</p>	<p>School staff facilitate opportunities for child to recognise and communicate their emotions</p> <p>School staff to have accessible resources to support communication e.g., role play, modelling, storytelling, visual resources</p> <p>Adapt to a level of child's understanding at one time when giving instructions and asking questions</p> <p>Ask child to repeat instructions to clarify understanding</p> <p>School staff to use child's name before giving an instruction to actively engage them</p> <p>Use pre-teaching to embed core concepts used, in specific lessons</p> <p>Instructions should be given chronologically (in order of completion)</p>	<p>display, signage and lighting, use of blinds.</p> <p>Child is not facing a window and has a clear line of sight to the board – towards front of class.</p> <p>Blinds drawn to avoid direct sunlight and glare</p> <p><b>Hearing impairment</b> Staff understand the importance of visual aids and timetables to support a HI child's learning and include these in the planning and delivery of activities.</p> <p>Staff consider the participation of the HI child in activities taking place outside the setting environment and take appropriate steps to ensure their safety at these times.</p> <p>Staff understand the importance of appropriate positioning in supporting the HI child access to spoken/ signed information and encourage this in their day-to-day interactions.</p> <p>Staff understand the importance of appropriate communication strategies for the HI child and promote these in their day-to-day interactions. E.g., eye contact before using signed communication, avoid covering their mouth etc.</p>
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<b>Targeted supported- for some learners. SEND referral completed, child is on the SEND register, child is observed and assessed under THRIVE, child has IEP completed and a one-page profile.</b>			
<b>Social, Emotional and Mental Health</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and sensory</b>
<p>Referred to Behaviour and Mentoring Coach</p> <p>Seen one to one by Behaviour and Mentoring Coach</p> <p>The One-page profile is collaboratively produced with child and/or family to ensure a 'team around the child' approach.</p> <p>Relevant school staff have knowledge of applicable referrals made to external agencies.</p> <p>Pastoral Support plans (Thrive) are completed by school staff, monitored and reviewed on a regular basis with the child.</p> <p>Behaviour plans and risk assessments are monitored and reviewed on a regular basis with the child.</p> <p>Gardening Nurture Seasons for growth Self-Esteem Support ELSA Book of Beasties</p> <p>Quiet room at lunchtime</p> <p>Access to external agencies if necessary: CAHMS, educational psychology, CDC, Advisory team</p>	<p>School staff signpost families to local support groups: HACCS, Centre for ASD and ADHD Support, National Autistic Society.</p> <p>School staff to signpost families to the Local Offer / connect support with applying for parenting courses, i.e., Cygnets, Early Bird.</p> <p>Dyslexia screening test</p> <p>Dyscalculia screening test</p> <p>Memory and attention interventions (imitating Attention Hillingdon)</p> <p>Range of Literacy and Maths interventions Read, Write Inc Fresh start</p> <p>Access to external agencies if necessary: CAHMS, educational psychology</p>	<p>Provide additional methods of communicating e.g., Makaton, Pecs, intensive interaction, detailed Widget boards</p> <p>Language programmes from external agencies are embedded and tracked: Language Link interventions Language for Thinking interventions Language for Behaviour interventions</p> <p>Lego Therapy Social Skills Drawing and Talking Books of Beasties</p> <p>Quiet room at lunchtime</p> <p>Access to external agencies if necessary: educational psychology, SALT referral</p>	<p>Environmental adjustments e.g., ramps, rails</p> <p>Appropriate policies for administering medication or intimate care</p> <p>Wobble cushions and wedge seats</p> <p>Pencil grips</p> <p>Laptops to complete work</p> <p>Mouth Chew toys</p> <p>THRIVE Sports Sand Therapy</p> <p>Provide enlarged/modified print resources and handouts considering print tone and font style</p> <p>Access to examinations / end of year assessments is considered in advance</p> <p>Staff understand the importance of ALDs such as bone anchored hearing device, cochlear implant, Radio Aid system or mini mic etc. to support a HI child's hearing and listening and encourage the appropriate use and management of these. Staff know what to do if there is a fault with the child's ALD/s.</p> <p>Access to external agencies if necessary: educational psychology, CAHMS, OT and Physiotherapy. Hearing impairment team and Visual impairment team termly visits.</p>
<b>Individualised support – for a few learners. Children have EHC plan or being referred for Needs assessment.</b>			
<b>Social, Emotional and Mental Health</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and sensory</b>

<p><b>Interventions recommended by specialist assessments or external support services:</b></p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Art therapy</li> </ul>	<p><b>Interventions recommended by specialist assessments or external support services:</b></p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Educational Psychologist</li> </ul>	<p><b>Interventions recommended by specialist assessments or external support services:</b></p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy with SALT</li> <li>• Autism Advisory Service</li> <li>• CAMHS</li> <li>• Educational Psychologist</li> </ul>	<p><b>Interventions recommended by specialist assessments or external support services:</b></p> <ul style="list-style-type: none"> <li>• Occupational therapist</li> <li>• Hearing impairment team</li> <li>• Visual impairment team</li> <li>• Physiotherapist</li> <li>• School link nurse</li> </ul>
<p><b>When a child is on the individualised support, all of the universal support and targeted supported is available to them.</b></p>			

Appendix 1

