

BCCS SEND PROVISION MAP

Area of Need	WAVE 1	WAVE 2	WAVE 3
<p>Cognition & Learning SpLD, MLD, SLD, PMLD</p>	<p><i>All BCCS teachers are responsible for the inclusion of all students through high quality teaching and learning. Typical of this is:</i></p> <ul style="list-style-type: none"> Differentiation (curriculum, delivery and output and language) Visual aids Visual timetables Differentiated word banks Brain gym/movement breaks Differentiated targets Differentiated next steps Differentiated success criteria Differentiated seating arrangement Talk partners Writing frames Illustrated dictionaries/spellcheckers Group/paired work In class LSA support where learning outcomes are shared with the LSA and direction given. Directing LSAs to support students outside of class for a period of the lesson. Use of range of teaching materials Coloured acetates Oral/drama outcomes Quality of visual display Use of laptops Bloom's taxonomy to develop questioning 	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of small group interventions to accelerate progress, enabling students to work at age related expectation and 'catch up' with their peers. This may include:</i></p> <ul style="list-style-type: none"> Additional Maths Additional Reading (SRA Box) Additional Writing Additional Spelling (Vernon package) Support Set Maths Support Set English Education City <div data-bbox="1176 895 1514 1185" style="border: 1px dashed black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Ideas to explore: Accelerated Reader Reading Recovery Numeracy Workout Springboard Maths ALAN Qualification ASDAN Qualification</p> </div> <div data-bbox="1355 1214 1818 1347" style="border: 1px dashed black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Outside agencies involved at this point: Educational Psychologist, Dyslexia Support Centre</p> </div>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of targeted, individualised intervention for students who are working well below age-related expectations in literacy and/or mathematics – to accelerate progress. This may include:</i></p> <ul style="list-style-type: none"> Additional Maths Additional Reading (SRA Box) Additional Writing Additional Spelling (Vernon package) Support Set Maths Support Set English Education City

	<p>Children being involved in planning Effective FL Kinathestheic and Drama opportunities Cross curricular opportunities</p>		
<p>Communication & Interaction ASD, SLCN</p>	<p><i>All BCCS teachers are responsible for the inclusion of all students through high quality teaching and learning. Typical of this is:</i> Differentiation (curriculum, delivery and output and language) Structured routines Visual aids/prompts Writing frames Chunked language In class LSA support where learning outcomes are shared with the LSA and direction given. Directing LSAs to support students outside of class for a period of the lesson. Directed questioning Learning objectives VLE/class noticeboard Home school planner Circle time/Structured talk time Repeating back Modelling Talking partners Class visual success criteria Review seating arrangements Varied use of sounds Gestures/Makaton Word maps/mind maps marking</p>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of small group interventions to accelerate progress, enabling students to work at age related expectation and 'catch up' with their peers.</i> Social Skills Sessions (name of course?) Keyworker support Learning Support social time Play therapy</p> <div data-bbox="1155 858 1520 1150" style="border: 1px dashed gray; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Ideas to explore: Elklan: 'Secondary Language Builders' Social Stories Talking partners programme</p> </div>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of targeted, individualised intervention for students who are working well below age-related expectations in literacy and/or mathematics – to accelerate progress. This may include:</i> Social Skills Sessions (name of course?) Keyworker support Learning Support social time Play therapy</p>

	<p>comments Thinking time Topic vocabulary Hot seating, role play Group work Student presentation Social Stories Clear classroom expectations shared Positive behaviour management Adherence to graduated school behaviour/praise code.</p>		<p>Outside agencies involved at this point: ASDOT, SALT, GP/Paed, Behaviour Support, Educational Psychologist</p>
<p>Behavioural, Emotional and Social Development BESD</p>	<p><i>All BCCS teachers are responsible for the inclusion of all students through high quality teaching and learning. Typical of this is:</i> Clear classroom expectations shared Adherence to graduated school behaviour/praise code. Rewards and consequences followed through Seating plan Differentiation of expectations (curriculum, delivery and output) Visual aids (timetable, planner) In class LSA support where learning outcomes are shared with the LSA and direction given. Directing LSAs to support students outside of class for a period of the lesson. Multi-sensory teaching Time out system Well-paced learning Talking partners</p>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of small group interventions to accelerate progress, enabling students to work at age related expectation and 'catch up' with their peers.</i> Social Skills Sessions (name of course?) Keyworker support Play therapy Pastoral Support Plan Daily Report Buddying/Coaching Counselling</p> <p>Ideas to explore: Anger Management Programme</p>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of targeted, individualised intervention for students who are working well below age-related expectations in literacy and/or mathematics – to accelerate progress. This may include:</i> Social Skills Sessions (name of course?) Keyworker support Play therapy Pastoral Support Plan Daily Report Buddying/Coaching Counselling</p>

agencies
at this point:
Support Service

	<p>Structured talking time Praise phone calls and certificates Assertive discipline Anger management and calming strategies Student additional responsibilities/roles</p>	<p>Outside agencies involved at this point: Educational Psychologist, Behaviour Support, CAMHS, GP/Paed/HV, Social Care, Family support Partnership worker, Community police.</p>	
<p>Sensory and/or Physical VI, HI, MSI, PD</p>	<p><i>All BCCS teachers are responsible for the inclusion of all students through high quality teaching and learning. Typical of this is:</i> Differentiation (curriculum, delivery and output) In class LSA support where learning outcomes are shared with the LSA and direction given. Directing LSAs to support students outside of class for a period of the lesson. Flexible teaching arrangements Teacher aware of implications of sensory and physical impairment Availability and access to resources Suitable furniture and space Appropriate lighting Visual prompts Teacher faces children when Speaking Use of radio transmitter/receiver Repetition Gestures/Makaton Subtitles for videos Regular movement breaks</p>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of small group interventions to accelerate progress, enabling students to work at age related expectation and 'catch up' with their peers.</i> Keyworker support Sensory breaks/focus</p> <p>Ideas to explore: Handwriting Support</p>	<p><i>The SENCO, Assistant SENCO Learning Support Assistants, appointed specialist teachers are responsible for the additional time-limited provision in the form of targeted, individualised intervention for students who are working well below age-related expectations in literacy and/or mathematics – to accelerate progress. This may include:</i> The modification of the building Keyworker support Sensory breaks/focus</p>

	<p>Motor development supported through PE Coloured acetates Accessible building Emergency evacuation plan Personal allocated space Fiddle toys Pencil grips Left handed scissors Role play Think time Brain breaks/Gym brain</p>		<p>Outside agencies involved at this point: Sensory Support Service, Educational Psychologist, School Nurse</p>
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