

## Provision Map by Area of Need and Wave of Support

Area of Need	Wave 1 Low level adjustments	Wave 2 Medium level adjustment	Wave 3 High level adjustment
<i>Cognition and Learning</i>	Quality First Teaching PEN Profile Differentiated/scaffolded curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Use of writing frames Visual timetables Access to IC	QFT: Ensuring Achievement Programme (spotlight Students) PEN Profile Catch up programmes – Literacy and numeracy In class support from LA Reduced/ individualised timetable at KS4	QFT, Interventions at wave 1 and 2 plus: Intense literacy/ - Lexia programme numeracy support Achievement centre respite Advice from EP/CAMHS Exam access arrangements Alternative accreditation/ vocational courses e.g ASDAN (KS4)
<i>Communication and Interaction</i>	Quality First Teaching PEN Profile Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words Increased visual aids/timetables/ modelling etc Access to ICT Structured school and class routines	QFT: Ensuring Achievement Programme (spotlight Students) PEN Profile In class support with focus on supporting speech and language SALT Sessions ICT – laptops	QFT, Interventions at wave 1 and 2 plus: Speech and Language support / advice Advice/ Input from BOAT Brent Autism Outreach Team Visual organiser Individual social skills programme Exam Access Arrangements Achievement centre respite
<i>Social, Emotional and Mental Health</i>	Quality First Teaching PEN Profile Whole school behaviour policy Whole school / class rules Whole school/ Class reward and sanctions Structured school and class routines	QFT: Ensuring Achievement Programme (spotlight Students) PEN Profile In class support for supporting behaviour Boxing Intervention Transformation Centre	QFT, Interventions at wave 1 and 2 plus: Individual counselling (Safe'N'Sound) Individual support Support plan Advice from EP Reduced/ individualised timetable Referral to CAMHS
<i>Sensory and Physical</i>	Quality First Teaching PEN Profile Laptop Flexible teaching arrangements SOS Resources Box (Writing slopes, Pencil grips etc) Medical support /advice Reasonable adjustments	QFT: Ensuring Achievement Programme (spotlight Students) PEN Profile In class support for supporting access, safety Reasonable adjustments	QFT, Interventions at wave 1 and 2 plus: Individual support in class during appropriate subjects e.g Science, PE and lunch time Physiotherapy programme * Access to laptop Advice/ Input from physiotherapist Use of appropriate resources e.g. Dictaphone Exam access arrangements (KS4)

## SEND Champions Guide to Quality First Teaching for use with Ensuring Achievement Document

Area of Need	Seating	Teaching Style	Lesson Content	Resources	Other
<b>Cognition and Learning</b>  <i>Dyslexia, Dyspraxia, ADHD, Learning difficulties, Global Development Delay</i>	Facing teacher Language buddy Academic buddy Peer buddy	Modelling Timely check ins Delivery: Simplified/ minimal language Thinking out loud Slower pace Chunking with timer Positive reinforcement	Differentiated output (comic strip/ story board) Reduced content Additional time Rest/brain break	Simplified texts Wall/table mats Laptop Visual aids Writing frames Graphic organisers Timer	LSA support In class intervention Different outcome of task – storyboard instead of story De-escalate Third strike rule
<b>Communication and Interaction</b>  <i>Autism, Speech, Language and Communication Needs</i>	Peer Support Facing teacher In close proximity to teacher Individual work station	Modelling Delivery: Simplified/ minimal language Thinking out loud Slower pace Chunking with timer	Physical positioning/ tracking slide Differentiated output (comic strip/ story board) Reduced content Additional time Rest/brain break	Print out of slides Wall/table mats Laptop Visual aids Writing frames Graphic organisers Timer	LSA support In class intervention Different outcome of task – storyboard instead of story Plan ahead for change
<b>Social, Emotional and Mental Health</b>  <i>Anxiety, Attachment, OCD</i>	Individual work station Peer buddy Facing teacher In close proximity to teacher	Reward positive behaviour Time out Modelling Delivery: Simplified/ minimal language Chunking with timer	Differentiated output (comic strip/ story board) Reduced content Additional time Rest/brain break	Wall/table mats Laptop Visual aids Writing frames Graphic organisers Timer	LSA support In class intervention Different outcome of task – storyboard instead of story
<b>Sensory and Physical</b>  <i>Hearing Impairment, Visual Impairment, Multi sensory needs, medical conditions</i>	Near exit Away from window Near window In aisle seat Close to board With LSA support	Multi-sensory approach Modelling Delivery: Simplified/ minimal language Thinking out loud Slower pace Chunking with timer	Differentiated output (comic strip/ story board) Reduced content Additional time Rest/brain break	Writing slopes – available Laptop Enlarged texts Coloured paper/ overlays Triangular pencils	LSA support In class intervention Different outcome of task – storyboard instead of story

## The role of the SEND Champion is to:

- Work with your curriculum area to ensure an appropriate curriculum is in place that supports pupils with SEND. This includes quality assuring the provision when co-planning
- Have a reasonably up-to-date knowledge and understanding of the major issues affecting student with SEND including feelings of anxiety and low self esteem
- Work with your staff in school to help identify students who need support with Quality First Teaching
- Help ensure that the school makes optimum use of the support and guidance provision available from the network and agencies that support it.
- Be willing to further professional training to gain the knowledge and understanding needed to complete the role