

Appendix to SEND policy

Following a review of the provision of SEND at Chinley Primary School, in line with recently published non-statutory guidance from the DfE, the following amendments were agreed to the provision and the way that provision is recorded for children. Moving forward children's needs will be recorded against the area(s) of need that they may have, using the language of the SEND Code of Practice:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Physical and/or Sensory

In-line with recommendations from the DfE, children will be taught in their class with a high quality universal offer in place. To record the support that is being offered in class a Universal Provision map is used, where teachers record what supports individual pupils to be able to focus and learn effectively. These Universal Provision maps will be revisited three times per year to ensure that the support is having a positive impact on the child and to decide if provision needs altering or amending.

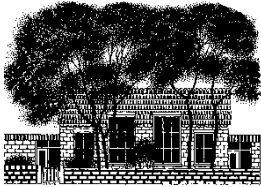
For some children they need a more targeted approach with additional support in a specific area of need. For these children a targeted provision map is used to identify what intervention(s) need to be put in place. These interventions will have clear targets and will be time limited and evaluated to ensure that the intervention is making an impact.

Children who are accessing targeted interventions and adaptations from the provision map, may or may not have SEND. For some children they just need some additional support in an area, however they do not have a Special Educational Need.

For those children who it is deemed have a Special Educational Need, this will be determined through assessment information, observation and discussion with parents and staff, this will be recorded on the school's SEND register. They will also have a One Page Profile to record the support that they need in school.

Children who are at a Target Plus or Specialist Level will have an Individual Support Plan, which will outline personalised targets and the support that will be put in place to achieve these targets. These will be reviewed three times per year.

July 2026



CHINLEY PRIMARY SCHOOL

One Page Profile- **Date**

photo

Important Information:

My name is:

My date of birth is:

SEN notes:

Things I like:

-

Things people admire about me:

-

How people can help me:

-



My Individual Support Plan

Pupil Name		Date		Plan number
		Year Group		Review date:

Area of need relating to target	Long term outcome	Termly targets, based on my areas of need (1= I can't do this at all 10=I can do this easily)	Strategies and support in place	Staff Progress review – what has gone well? Additional barriers identified?
		My Target is: Where I am now 1 2 3 4 5 6 7 8 9 10		
				Where I am now 1 2 3 4 5 6 7 8 9 10
		My Target is: Where I am now 1 2 3 4 5 6 7 8 9 10		
				Where I am now 1 2 3 4 5 6 7 8 9 10
		My Target is: Where I am now 1 2 3 4 5 6 7 8 9 10		
				Where I am now 1 2 3 4 5 6 7 8 9 10

Child or young person's view of progress

Parent / Carer view of progress:

Teacher reflections:

Specialist Provision Map

Cognition and Learning	Communication and Interaction
Bespoke curriculum IEP	Speechwise 1:1 intervention and plan NHS professionals support
SEMH	Physical and/or sensory
Individual sensory diet plan Social stories Art therapy	Individual sensory diet plan

Targeted Provision Map

Cognition and Learning	Communication and Interaction
Sound Discovery Beat Dyslexia Precision Teaching Numicon- White Rose pre-teach Fluency Bee Memory Magic Daily readers	EYFS- Vocabulary and word retrieval EYFS- Phonological Awareness KS1 Narrative therapy Blank Level questions KS2 Auditory memory and sequencing KS2 Social Interaction and communication Social stories
SEMH	Physical and/or sensory
Positive Play once per week (1:1 intervention) Compass group Art Well Being Lego therapy Forest School Sensory circuits Social stories Meet and greet	Sensory circuits twice daily Every Child a Mover

Universal Provision Map

Cognition and Learning	Communication and Interaction
Pre-teach vocabulary with widget symbols Stem sentences and sentence starters with visuals where required, across all subjects Freyar models stuck into books and referred to Gradual release model- (I do, We do, You do) Individual copy of a worked example iPad voice notes/Talking tins to support rehearsal and recording of sentences. Where required adult to act as scribe. Use of word processor, speech to text software (Windows key + H), Immersive reader Word banks/mats with visuals Pre-teach new topics within a subject Post-teach if a concept need revisiting Use an ipad to pre-record questions or instructions for struggling readers or visual instructions Use of a peer/adult to scribe Photographic evidence of practical work, rather than written work Substitute written work with projects, posters or presentations Individual copy of modelled/scaffolded writing Flexible grouping	Simplified instructions with visuals Visual task board Reduced language matched to number of key word instructions of child Sentence starters to reduce speech load Application of the 10 second rule Rehearsal time before speaking (whisper practice, peer partners) Communication boards Communication visuals as a prompt to signal agree/disagree/I have a question- using non-verbal methods Vocabulary priming- pre-teach and share topic vocabulary with parents with visuals Classroom layout Effective use of Blank Level questions Narrative approach
SEMH	Physical and/or sensory
Class social stories 5 point scale/zones of regulation Visual timetable Now and next boards Clear expectations/non-negotiables with visuals to support Controlled choices (eg. It's maths time, are you completing x or y first) Pre-teaching of cooperation and interaction prior to practical work and revisit throughout the lesson Assign roles in group work Reward boards	Pencil grips Wobble cushions Weighted blankets Fidget toys Therabands on chair legs Sloping boards Movement breaks Options of recording work eg. Photos, teacher recording ideas, iPads, laptops, talking tins Coloured paper Overlays Ear defenders