

Endon Hall Primary School - SEND Provision Map for Cognition and Learning

<p align="center">Wave 1 (Quality First Teaching)</p>	<p align="center">Wave 2 (Class/School Support - small group/intervention)</p>	<p align="center">Wave 3 (AEN funding/EHC Plan/very Small group/1:1 support)</p>
<ul style="list-style-type: none"> • Appropriate curriculum and effective teaching engages all learners and encourages good behaviour • Clear routines and expectations; consistent approach across the school • Differentiated curriculum Planning and/or Delivery and/or Outcome and/or Support and/or Questioning e.g. tasks set in class, fewer steps to instructions, simplified language, slower pace, adult support, open questions used to direct learning • Lesson objective and success criteria shared at the start of lesson and revisited during the session • Visual timetable • Increased visual aids and prompts • Mixture of visual, auditory and kinaesthetic activities • Regular opportunities for Self/Peer assessment for/of Learning • SEN updates, training, sharing good practice for all classroom staff • Use of writing frames/scaffolds • Use of ICT to support/facilitate learning • Varied opportunities for learning through practical activities and experiential learning • Opportunities to transfer/generalise/use/apply their learning in different contexts • Multi-sensory • Regular progress reviews and Parent/Teacher consultations/drop-in sessions to monitor individual targets and progress, set new targets, involve parents/carers in understanding progress and next steps 	<ul style="list-style-type: none"> • Clear procedures in place for the identification and assessment of pupils who may support • Specific SEN training/sharing good practice for all classroom staff in areas identified by need • Split exposition teaching • Pre-teaching • Now and next boards • Phonics booster sessions • Dyslexia Friendly classrooms • Guided Group Work • Thinking and planning games • Memory and concentration skills • Auditory and visual memory skills • Concentration skills • Thinking and planning skills 	<ul style="list-style-type: none"> • Personal Plan • Access to outside agencies including SENSS, Educational Psychologist and Dyslexia Centre • Rapid Readers • SOS Spelling • Phonics precision teaching • High Frequency word recognition • Phonics letter sound recognition • Toe by Toe reading programme • Fischer Family Trust Literacy Intervention • Better Reading Partners