



Blue Sky Federation SEND Provision Map

This provision map describes the interventions and actions that we have available at Blue Sky Federation to support vulnerable learners and learners with SEND across the year groups. We review and modify our provision map regularly as our learners and their needs change. Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

Children can struggle in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. This does not mean that all vulnerable learners have SEND and many children who do not have SEND will access the support detailed on this document during their school career. At Blue Sky Federation we are committed to ensuring that all children receive the support they need to learn and thrive.

Area of Learning	In Class	Personalised Support	Specific Interventions (1:1 /small groups)	Support from Outside Agencies
Cognition and Learning	<p>Access to high quality inclusive teaching and curriculum.</p> <p>Differentiated planning and delivery of learning.</p> <p>Resources for learning such as number lines or word mats.</p> <p>Small group learning supported by adults.</p> <p>Scaffolded learning e.g. the use of writing</p>	<p>Individual visual aids – timetables, now and next boards.</p> <p>Instructions or steps for learning may be broken down and given individually.</p> <p>Use of ICT to support learning – Chromebooks, electronic spellcheckers.</p> <p>Specific equipment e.g. overlays for reading or numicon for maths.</p>	<p>1:1 or small group phonics – Little Wandle / Toe by Toe / precision teaching</p> <p>1:1 or small group writing – Speed up (handwriting) Rapid Write.</p> <p>1:1 reading.</p> <p>1:1 or small group maths – Numicon breaking barriers.</p> <p>Power of Two</p> <p>1:1 or small group working memory group games.</p>	<p>Referrals to SEN consultant.</p> <p>Referrals to Specialist Resource Bases.</p> <p>Access to Dyslexia Outreach Service</p> <p>Access to School 2 School support</p> <p>Access to Educational Psychology and Specialist support</p>



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	frames, sentence starters or scribing.	1:1 inputs and check ins to ascertain understanding by class teacher or teaching assistant. Quiet spaces for learning. Brain breaks/sensory circuits.	Logins for online support programmes e.g. Nessy N.B. all interventions are personalised according to individual needs.	Access Through Technology Referral
Communication and Language	Access to high quality inclusive teaching and curriculum. Differentiated planning and delivery of learning. Use of sign language or picture cards. Small group learning supported by adults. Scaffolded learning e.g. the use of writing frames, sentence starters or scribing.	Individual visual aids – timetables, now and next boards. Instructions or steps for learning may be broken down and given individually. Use of ICT to support learning – Chromebooks, electronic spellcheckers. Specific equipment e.g. communication boards or choices boards. 1:1 inputs and check ins to ascertain understanding by class teacher or teaching assistant. Quiet spaces for learning. Brain breaks/sensory circuits.	Talk Boost sessions. Speech and Language interventions – Elklan (TA trained) or East Coast Community Health (ECCH). Lego Sessions for communication needs.	Referrals to SEN consultant. Referrals to Specialist Resource Bases Access Through Technology Referrals East Coast Community Health SALT referrals Access to School 2 School support Access to Educational Psychology and Specialist support



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<p>Social, Emotional and Mental Health</p>	<p>Access to high quality inclusive teaching and curriculum. Differentiated planning and delivery of learning.</p> <p>Weekly PHSE lessons Circle Times I wish my teacher knew box</p>	<p>Daily Check in and Check out times. Personalised Social Scripts. Emotion cards. Positive behaviour plans and individual reward systems. Time out options. Individual quiet space. Good mood packs.</p>	<p>Talk and Walk. Lego Therapy. Pastoral Support Sessions. Sensory Circuits. Pastoral Lead trained as Mental Health Champion Zones of Regulation</p>	<p>Referrals to SEN consultant. Referrals to Cluster Mental Health Support team. Access to Educational Psychology and Specialist support Referrals to support services e.g. Point One, Benjamin Foundation or Nelson's Journey.</p>
<p>Physical/Sensory needs</p>	<p>Adjustments to classroom environment.</p>	<p>Individual visual aids – timetables, now and next boards. Use of ICT to support learning – Chromebooks or Laptops. Specific equipment e.g. wobble boards, resistance bands, rocker chair, ear defenders. Time out options. Individual quiet space.</p>	<p>Sensory Circuits. Physical interventions for fine motor or gross motor skills. Occupational Therapy led interventions. Movement breaks</p>	<p>Occupational therapy or physiotherapy through GP referral</p>



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