



Whole-school overview of SEND need and Provision map

2023 – 2024

School approach to supporting children with SEND

In our school we have adopted the “Graduated Approach” (Liverpool, 2021), organising provision into waves according to the level of individual need.

C&L, C&I and SP

Children who are identified as having SEN need will usually be having one of Waves 1, 2 or 3 intervention support.

Wave 1: Universal offer to all children. Quality-First teaching and adaptive teaching

Wave 2: Bespoke support to individual children provided in-house. Eg. Support from LSA either during a whole-class lesson or 1:1 or in small groups; using assessment information to determine the support package. (Wellcomm, Precision teaching, etc.)

Wave 3: Bespoke support/ referral to individual children provided by external agencies. Eg. SALT, MAST, ADHD Foundation, OT, PT etc.)

SEMH

Children who are identified as having SEMH need will usually be having one of Waves 1, 2 or 3 intervention support.

Wave 1: universal offer to all children. Eg. Quality-first teaching, PSHE etc.

Wave 2: In-house support to individual children such as regular Pastoral or bereavement support from Learning Mentor

Wave 3: External agency support to individual children eg. Seedlings, CAMHs, Play Therapy, Family Support, etc

Funding

Schools’ funding allocation is called Delegated School Grant (DSG). The amount funded for every school is purely based on the numbers of children enrolled at the school; ergo, the more pupils the greater the funding allocation. This budget is calculated at the pupil census every October. Some funding is given for the provision of support/ intervention for children identified as having SEND.

Wave1: Basic funding amount per pupil. All pupils

Wave 2: Additional allowance for children with identified SEND and recorded on MIS/SIMs

Wave 3: Funding *by application* for children with an EHCP and/ or significant additional needs (not guaranteed)

Key to Codes

Under the SEND Code of Practice (2015) all areas of need are grouped into one of four broad areas;

- Sensory & Physical (SP)
- Communication & Interaction (CI)
- Social, Emotional and Mental Health, and (SEMH)
- Cognition & Learning (C&L)

Definitions and descriptors are taken from “SEND Graduated Approach” (Liverpool’s response to the SEND Code of Practice, 2015)

SEND type		SEND Need	
E	K	1	2
EHCP in place (Education Health Care Plan)	SEND support	Primary type of need	Secondary type of need

SEND Need codes and meanings			
SP	C&I	SEMH	C&L
Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties) • Physical disability (PD) 	<p>This includes:</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLC/N). Children and young people with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication • Autistic Spectrum Condition Diagnosis (ASD/C) with differences in social communication, interaction and flexibility of thought 	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD) where children and young people are likely to need support in all areas of the curriculum and <i>may</i> have associated difficulties with mobility and communication • Profound and multiple learning difficulties (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment • Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Breakdown of need across the school

Class	E	HN/TUF	SP	C&I	SEMH	C&L
	EHCP in place (Education Health Care Plan)	High Needs Top-Up Funding	Sensory & Physical Needs (Visual/Hearing/ Multi-sensory /Physical)	Communication & Interaction (Speech, Language, Communication, ASD)	Social, Emotional & Mental Health (ADD/ADHD/ Attachment)	Cognition & Learning (MLD/SLD/PMLD/ SpLD- dyslexia, dyspraxia, dyscalculia)
N				1		
R	2	1	1	4	1	
Y1		1	1	7	2	
Y2		2		5		
Y3				4	1	1
Y4		1		5	1	2
Y5	2	4	1	3	5	1
Y6				5	4	5
Total	2	9	3	34	14	9

Communication and Interaction is the greatest area of need in our school, N - Y6.

Breakdown of provision across the school

Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
N	W1	W1	W1	W1
	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT
	W2	W2	<ul style="list-style-type: none"> • PSHE • PANTS 	W2
	<ul style="list-style-type: none"> • Sensory Circuit • Sensory Breaks 	<ul style="list-style-type: none"> • Time to Talk • Wellcomm 	W2	<ul style="list-style-type: none"> •
W3	W3	W3	<ul style="list-style-type: none"> • 	W3
<ul style="list-style-type: none"> • OT 	<ul style="list-style-type: none"> • MAST • SALT 	<ul style="list-style-type: none"> • SEEDLINGS (School) • MHST 	<ul style="list-style-type: none"> • SENISS 	

Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
R	W1	W1	W1	W1
	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT
	W2	W2	<ul style="list-style-type: none"> • PSHE • BUDDY SCHEME • PANTS 	W2
	<ul style="list-style-type: none"> • Sensory Circuit • Sensory Breaks 	<ul style="list-style-type: none"> • Time to Talk • WELLComm 	W2	<ul style="list-style-type: none"> • RWI Phonics
W3	W3	W3	<ul style="list-style-type: none"> • 	W3
<ul style="list-style-type: none"> • OT 	<ul style="list-style-type: none"> • MAST • SALT 	<ul style="list-style-type: none"> • SEEDLINGS (School) • MHST 	<ul style="list-style-type: none"> • SENISS 	



Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
Y1	W1	W1	W1	W1
	• QFT/AT	• QFT/AT	• QFT/AT	• QFT/AT
	W2	• Messy Time/Fine Motor	• PSHE	W2
	• Sensory Circuit	W2	• BUDDY SCHEME	• RWI Phonics
• Sensory Breaks	• WELLComm	• PANTS	W3	
W3	W3	W2	• SENISS	
• OT	• MAST	•		
	• SALT	W3		
		• SEEDLINGS (School)		
		• MHST		

Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
Y2	W1	W1	W1	W1
	• QFT/AT	• QFT/AT	• QFT/AT	• QFT/AT
	W2	W2	• PSHE	W2
	• Sensory Circuit	• WELLComm	• PANTS	• RWI Phonics
• Sensory Breaks	W3	W2	• Precision Teaching	
W3	• MAST	•	W3	
• OT	• SALT	W3	• SENISS	
		• SEEDLINGS (School)		
		• MHST		



Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
Y3	W1	W1	W1	W1
	• QFT/AT	• QFT/AT	• QFT/AT	• QFT/AT
	W2	W2	• PSHE	W2
	• Sensory Circuit	• WELLComm	• PANTS	• RWI Phonics
	• Sensory Break	• Lego Therapy	W2	• Precision Teaching
	W3	W3	•	• Numberstacks
	• OT	• MAST	W3	W3
		• SALT	• SEEDLINGS (School)	• SENISS
			• MHST	

Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
Y4	W1	W1	W1	W1
	• QFT/AT	• QFT/AT	• QFT/AT	• QFT/AT
	W2	W2	• PSHE	W2
	• Sensory Circuit	• WELLComm	• PANTS	• RWI Phonics
	• Sensory Breaks	W3	W2	• Precision Teaching
	W3	• MAST	•	• Numberstacks
	• OT	• SALT	W3	• Clicker
			• SEEDLINGS (School)	W3
			• MHST	• SENISS



Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
Y5	W1	W1	W1	W1
	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT • BUDDY SCHEME • PSHE • PANTS 	<ul style="list-style-type: none"> • QFT/AT
	W2	W2	W2	W2
	<ul style="list-style-type: none"> • Sensory Circuit • Sensory Breaks 	<ul style="list-style-type: none"> • WELLComm • RWI Phonics 	<ul style="list-style-type: none"> • SEEDLINGS (School) • MHST • EQUINE THERAPY 	<ul style="list-style-type: none"> • RWI Phonics • Precision Teaching • Clicker
	W3	W3	W3	W3
	<ul style="list-style-type: none"> • OT 	<ul style="list-style-type: none"> • MAST • SALT 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SENISS

Class	Sensory & Physical Needs	Communication & Interaction	Social, Emotional & Mental Health	Cognition & Learning
Y6	W1	W1	W1	W1
	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT 	<ul style="list-style-type: none"> • QFT/AT • BUDDY SCHEME • PSHE • PANTS 	<ul style="list-style-type: none"> • QFT/AT
	W2	W2	W2	W2
	<ul style="list-style-type: none"> • Sensory Circuit 	<ul style="list-style-type: none"> • WELLComm • RWI Phonics 	<ul style="list-style-type: none"> • SEEDLINGS (School) • MHST • EQUINE THERAPY 	<ul style="list-style-type: none"> • RWI Phonics • Precision Teaching • Clicker
	W3	W3	W3	W3
	<ul style="list-style-type: none"> • OT 	<ul style="list-style-type: none"> • MAST • SALT 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SENISS