



Godalming Junior School

SEND PROVISION MAPPING INFORMATION

This policy was reviewed: Autumn 2025

This policy will be reviewed next: Autumn 2026

This document contains important information on how special educational needs (SEN) are provided at Godalming Junior School. The SEN Policy has been updated to reflect changes which have come into effect from September 2014.

There are three main stages of provision:

UNIVERSAL is the SEN offer available to all. It is universal and part of our daily quality first and inclusive teaching. These needs are addressed in the classroom by our class teachers; every teacher is a teacher of special educational needs.

ADDITONAL provisions are additional, targeted interventions, often provided for a short term and to groups of children with similar needs. The aim of these groups is to accelerate the progress of these individuals in order for them to 'catch up' with their peers. These interventions will be delivered for a specified time period. Children will not have more than two interventions at any one time.

ENHANCED interventions are provisions often given only to one or two specialist children at any time, with a clear focus on maximising their potential.

In accordance with the Code of Practice 2014, there are four main areas of SEN. These are: Cognition and Learning, Communication and Interaction, Social, Mental and Emotional Health and Sensory and Physical needs. The provision map below addresses how these categories of SEN are represented at each stage or wave

PROVISION MAP

Area of Need	UNIVERSAL	ADDITIONAL	ENHANCED
Cognition and Learning	<ul style="list-style-type: none"> • Relevant and engaging curriculum. • Adaptation of all learning and activities carefully planned to address the needs of the children. • Visual aids, modelling and demonstrations • Visual timetables • Learning Support Assistants (LSAs) support teachers in the delivery of all core curriculum lessons in class • Access to laptops and learning pads • Y3 Whole class phonics revision (ph. 5) • Focused small group work with Teacher/LSA • Differentiated guided reading • Paired reading • Individual reading with an adult • Writing frames, guided writing • Phonics and differentiated spelling • Next steps targets set • Outdoor learning environment • Interactive whiteboards • Classroom rules and conduct displayed which link to the whole school behavioural policy • Use of multi-sensory techniques 	<ul style="list-style-type: none"> • Consideration for entry to SEND Register • Word banks and vocabulary lists to support • Little Wandle Rapid Catch up reading programme • Booster literacy groups • Booster maths groups • Small Group Intervention teacher led interventions in reading / writing / maths / spelling • Small Group LSA led interventions in reading / writing / maths / spelling / memory skills / pre-teaching. • Reading support • Little Wandle Rapid Catch up reading programme • Success@Arithmetic • Accelerate / Accelerwrite • Colourful Semantics visual aids for assistance in Literacy • SNIP spelling intervention • Coloured paper, overlays, enlarged text and individual copies of texts 	<ul style="list-style-type: none"> • Referral to advisory teachers & specialist services e.g. STIPs, SALT, VI, OT, EP, Mindworks • Referral to Outreach service (Gosden House, Freemantles) • 1:1 LSA and SENDCo support • 5 Minute phonics box 1:1 • 5 Minute numeracy box 1:1 • Precision teaching • 1:1 tuition • Use of ICT programmes • EHCA Request considered

Communication and Interaction	<ul style="list-style-type: none"> Adapted curriculum planning, delivery, activities eg. modified language, slower delivery, shorter / chunked tasks Regular opportunities for paired and group work Role modelling of appropriate language Visual timetables Use of symbols Structured school and class routines Increased visual aids and modelling Range of questioning used Use of task boards 	<ul style="list-style-type: none"> In class support from LSA Language and communication development groups ELKLAN trained TAs to offer group support Pre-teaching of key vocabulary Word banks and lists Additional visual prompts e.g. Now and Next cards Talk tins/recorders to record ideas Additional time to complete tasks Individualised communication systems LSA led speech articulation support 	<ul style="list-style-type: none"> Speech and Language (SaLT) support Individual and personalised visual prompts to explain emotions and needs. ELKLAN trained TAs to offer 1:1 support Referral to specialist SaLT service Referral to ND Pathway Referral to Outreach service (Freemantles) Use of ICT Task cards Referral to OT service Lego / construction therapy
Social, Mental and Emotional Health	<ul style="list-style-type: none"> Positive attitudes, praise and high expectations Robust, whole school Behaviour Policy Class charters, rules and reward systems Supportive seating arrangements Well planned weekly PSHE lesson Circle Time Healthy School agenda Learning Mentors and classroom buddy system Access to before, during and after school clubs House system Class and whole school Assemblies Responsibility and leadership opportunities 	<ul style="list-style-type: none"> Actively encourage attendance in clubs and after school activity programmes Friendship mentors and buddy system Lunchtime nurture group LSA led social skills groups Adapted behavioural system Modification to classroom environment to maximise learning Daily small group anxiety reduction session Support from Primary Mental Health Service Emotional Literacy Support Assistant (ELSA) available to offer 1:1 support Home School Link worker to offer support to pupils and families 	<ul style="list-style-type: none"> Playground support Social skills training, Circle of Friends Learning Mentor Anger management training Referral to the Educational Psychology service Social stories, Comic strip stories Individual Behaviour Plan Lego / construction therapy Transition plan CAMHS / ND Pathway referral Pro-Active support plan Boxall Profile

Sensory and / or Physical

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| <ul style="list-style-type: none">• Flexible teaching arrangements• Staff aware of impairment• Medical support• Modified worksheets• Outdoor leaning opportunities• Sensory areas of playground• Access to appropriate furniture and environment• High quality resources readily available labelled and organised to promote independence.• Lessons maximise active learning and provide time for movement breaks, discussion and thinking time.• Use of writing slope• Use of pencil grips• Access to modified furniture and any additional specialist resources e.g. chair wedge / Resistance band• Additional handwriting exercises• LSA/Teacher led handwriting group | <ul style="list-style-type: none">• Medical plans• Personal Evacuation plans• Daily small group sensory circuits session.• Occupational Therapy resources• Enlarged text• Gross Motor skills programme• Fine Motor skills programme | <ul style="list-style-type: none">• Referral to OT service• Individual support in PE and in class• Physiotherapy directed programme• Access to ICT, keyboard skills training, learning pads available• Speech therapy programme• Lego / construction therapy• Physical and Sensory service referral. |
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