

The SNHS Provision Map



Know our students

Step 1

Using Arbor, identify your SEND students. Use the APDR doc to identify their specific SEND needs.



Universal Provision

Step 2

All SNHS classrooms are expected to adopt **Universal Provision** techniques for our students.



Targeted Support

Step 3

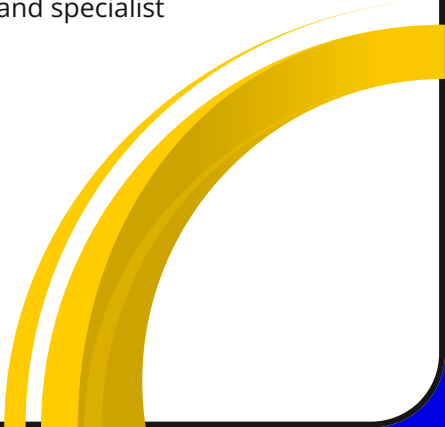
If support is still required, speak to the SENDCO and your Head of Faculty who will meet to discuss more targeted support.



Specialist Support

Step 4

Following this, the SENDCO can investigate specialist support including external agencies, outreach and specialist providers.



Universal SEND Provision



Cognition & Learning

*Includes Dyslexia,
Dyscalculia, Low Literacy
and Numeracy*

- Structured routines, clear learning objectives, success criteria
- Scaffolding: chunking tasks, modelling, worked examples, guided practice
- Check understanding; allow processing time.
- Visual supports e.g. wordbanks, printed slides, checklists
- Presentation of learning (e.g. chromebook, speech to text software)
- Reasonable adjustments - additional time for tasks



Communication & Interaction

*Includes Autism, Speech
and Language Needs (SALT)*

- Consistent and explicit routines/expectations – predictable structure, pre warn of routine changes
- Clear communication: short instructions, visual cues, repeat/rephrase, check understanding.
- Visuals resources, gestures & dual coding
- Speech and Language (SALT) adjustments – time to process instructions, short & succinct instructions, selective cold calling



Social, Emotional & Mental Health (SEMH)

*Includes ADHD,
Attachment, Trauma*

- Belonging - consistent expectations, warm welcome, opportunities to reset relationships
- Predictable routines, clear boundaries, relational approaches
- Reasonable adjustments to reduce anxiety (e.g. settling students after lesson transitions, pre-teaching of routine changes, seating plans communicated).
- Movement breaks and sensory regulation – e.g. doodle pad, stepping outside classroom, responsibility in class



Sensory & Physical

*Includes Mobility, Diabetes,
Hearing Impairment*

- Understand physical/medical needs and associated barriers – check Arbor and the APDR doc.
- Clear success criteria; flexible timings for tasks
- Technology (chromebook/iPad; accessibility features enabled)
- Environmental access: clear routes, reduced clutter/obstructions, suitable seating, quiet areas.
- Information access: email docs in advance; provide copies; upload work via MS Teams