

Provision Map 2020-21

Name		Year Group				
Class Teacher		Groups	SEN	PP	EAL	Eth

Area of Need	All pupils where appropriate Universal Level -Quality first teaching	Intervention – Quality first teaching plus additional small group provision (class room TAs)	SEN support - Personalised and Targeted Quality first teaching plus specific, targeted support for children with special educational needs
Cognition and Learning	<p>Positive ethos Differentiated curriculum planning, activities, delivery (simplified language, slower lesson pace) and outcome. Increased visual aids/modelling etc. Strategies to develop cognitive flexibility/ thinking skills/ working memory and inhibitory control Interactive teaching approaches – use of ICT Multi-sensory teaching approaches Active learning Differentiated resources Formative assessment (self/peer/teacher) Key Skills/ Effective characteristics of a learner Target setting – learning landmarks/ signposts Differentiated Success Criteria Visual timetables Illustrated dictionaries/spellcheckers Varied recording methods – writing frames Use of rhyme, rhythm, song to aid sequencing/ memory Development of metacognition Spelling banks available Sound rainbows available High frequency words taught/ displayed Reading and Writing Interviews</p>	<p>TA - English and maths support groups Active Literacy Phonics groups Group use of ICT programmes Handwriting support work Same day catch up lessons Reading hour with guided reading sessions- comprehension focus Different coloured paper available Pencil grips Post-it notes for flexible organisation of ideas TA Group support in class.</p>	<p>Intense maths support 1:1 maths support Numbers Count – Helen Arkley Numicon Intense Literacy support 1:1 Literacy (ALK - R Coghlan/K Hughes) Reading Intervention Programme Reading programmes – Jelly and Bean, Dandelion Reading to Billy the therapy dog (KS1) Individual use of ICT programmes- Nessy (spelling and reading) Inference training Handwriting – programs, pencil grips Precision Teaching (PT) Wordshark (reading and spelling) Phonics programme – THRASS, Nessy, Units of Sound Additional individual reading/ Paired reading Individual arrangements for SATS Use of ICT- Clicker Docs, Dragon Dictate, Show me. Additional planning and arrangements for transition Dyslexia screener Memory activities – auditory memory booklet Regular parent communication Outside agency support: Input from EMS –Rossett for specific learning difficulties Springwater Outreach Ed Psychologist</p>

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Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Flexible teaching arrangements Differentiated outputs e.g. cartoon strip instead of written prose Increased visual aids/modelling etc Visual timetables Structured routines Clear instructions Prior warning of events Use of symbols/ visual lesson support Structured school and class routines Assessment procedures/Key Skills/Effective characteristics of a learner Target setting/Success Criteria Active learning Talk Partners Circle time	In class support with focus on supporting speech and language Communication/ Interaction Groups EAL Vocabulary Support Playground monitoring Speech and language group support Time to Talk Socially Speaking Makaton	1:1 Speech and Language support- Sarah Byrne Phonics word finding games, word mapping, verbal processing Tense/ verb activities Colourful semantics – sentences I CAN Time To Talk Talkboost Group narrative therapy Group Lego therapy Friendship Intervention Use of ICT Individual timetable/ now and next board Alternative means of communication Alternative recording - Clicker Docs Individual arrangements for SATS Additional planning and arrangements for transition Social stories Regular parent communication Info on: selective mutism, stammering, social anxiety, autism Outside agency support: Speech and Language support-NHS Input from EMS- Grove Road MEA- Christine Barker Input from Communication and Interaction Team- Carol Moxon Psychologist- Sean Octigan

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Sensory and/ or Physical	<p>Flexible teaching arrangements e.g. seating, child able to move at will to access lesson.</p> <p>Staff aware of implications of physical impairment e.g. not covering mouth when talking to a child with hearing impairment</p> <p>Multi-sensory approach – colours,</p> <p>Encourage pupils to use aids (e.g. hearing)</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>AFL/Key Skills/Effective characteristics of a learner</p> <p>Target setting/Success Criteria</p> <p>Active learning</p> <p>Seating arrangements – wobble cushions</p>	<p>Sensory snacks</p> <p>Additional handwriting practice</p> <p>Fine motor exercises</p> <p>Dough Gym</p> <p>Gross motor activities</p> <p>Privacy boards</p>	<p>Individual support in class to facilitate access to the curriculum.</p> <p>Individual support during PE and lunch time</p> <p>Individual arrangements for SATS</p> <p>Teacher use of resources</p> <p>Additional planning and arrangements for transition</p> <p>Regular parent communication</p> <p>Wobble cushions</p> <p>Dough Gym</p> <p>Ear defenders</p> <p>Viewfinder</p> <p>Walking frame</p> <p>Additional resources for areas of development</p> <p>Sensory area – gym ball, light tubes, smell pots (oils)</p> <p>Outside agency support: Physiotherapy programme Occupational therapy programme Visual and auditory agencies</p>

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Emotional, Social and Mental Health	<p>Motivational, high interest teaching Varied task and pace Whole school behaviour policy including a graduated response Whole school and class reward systems promoting learning behaviour Restorative practice Western points Visual timetables Whole school/class rules Circle time Assessment/Key Skills/ Effective characteristics of a learner Target setting/Success Criteria Active learning Class assemblies SMSC Celebration assemblies</p>	<p>Group support- Quiet Room/ The Junction drop-in Communication/ Interaction Groups Small group Circle time Socially Speaking Programme Monitoring at playtimes and lunchtimes Use of barrier screens</p>	<p>Ordinary Magic/ Daily check-ins/ Corridor coaching 1:1 Quiet Room sessions – Rachel Mansfield 1:1 support sessions – The Junction (Sara Harrison/ Sophy Bland) The Retreat – Therapeutic counselling (Margaret Wilson) 1:1 support especially during unstructured/ transition times Five point scale/ visual emotional check 1:1 behaviour reward (written plan) Individual timetable/ now and next board Stories e.g The Red Beast, Kindness book Drawing and Talking programme Individual reward system/ Home- school record Individual arrangements for SATS Additional planning and arrangements for transition Regular parent communication Resilience building Intervention – Worry tree, blowing bubbles, Think Good/ Feel Good, CBT sheets, feelings work, bag of worries sheet ELSA resources – empathy game, posters, quotes, self-esteem rainbow, growth mindset, Group lego therapy Socially Speaking Just B – emotional, loss and bereavement resources Books to support parents Outside agency support: EMS- Grove Road Communication and Interaction Team</p>