



At Ravenscote Junior School, we place a great emphasis on inclusion being child centered and provision focusing on early identification of barriers to learning. Interventions we put into place alleviate these barriers and careful recording of the impact of provision made for each child is carefully monitored.

There are three school-based stages of support:

### **Universal provision – all children**

All children receive good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom (high quality teaching). Children may receive slight adaptations to high quality teaching as well as additional monitoring and support.

### **Additional/enhanced provision – some children**

Some children receive specific, additional and time-limited interventions. Interventions are often targeted at a group of children with similar needs. At this stage, children have specific targets to support their learning. Progress will be monitored termly and feedback shared with parents termly.

### **Personalised provision – a few children**

A few children receive targeted provision. Children receive a high level of additional support/specialised provision in order to address their needs. At this stage inclusion targets are written, containing priority targets in consultation with both parents, external professions and the child.

## Provision Map 23/24\*

	<b>ALL children</b> (Universal provision)	<b>SOME children</b> (Additional →Enhanced support)	<b>A FEW children</b> (Personalised support)
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>Adapted planning and teaching</li> <li>Speaking and listening opportunities as part of adapted planning and teaching</li> <li>PSHE work is high profile.</li> <li>Objects of reference</li> <li>Talk partners regularly used in class.</li> <li>Structured school and class routines.</li> <li>School Council and Eco Schools.</li> <li>Visual timetables displayed in classrooms.</li> <li>Sound charts in classrooms.</li> <li>Chunking instructions</li> <li>Outdoor learning opportunities</li> <li>Positive verbal feedback</li> <li>Wide range of clubs run before and after school.</li> <li>Residential trips in year 4 and year 6. One evening/night stay at school for year 3 and year 5.</li> <li>Opportunities for performance</li> <li>Early Risers 'club' and Ravens Roost 'club' (with charge).</li> <li>Buddies between year 6 and year 3 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Social Skills groups (up to 10 x 40 min weekly).</li> <li>Use of visual timetables/desk reminders.</li> <li>Listening Skills group.</li> <li>Friendly Group for children with ASD type behaviours.</li> <li>Extended processing time</li> <li>Language for thinking group.</li> <li>Pre-teaching vocabulary group</li> <li>Attention bucket small group</li> <li>Communication group</li> <li>Use of talking tiles</li> <li>Lego Therapy group.</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language therapy group or individual work.</li> <li>Liaison with Outreach services.</li> <li>Liaison with Speech and Language services.</li> <li>Use of symbols.</li> <li>Reading to a 'Pets as Therapy' dog.</li> <li>Home/school communication book</li> <li>Colourful semantics programme</li> <li>Social stories</li> <li>Adult support during unstructured play</li> <li>Precision teaching</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>High quality teaching is embedded. Curriculum is adapted at planning, delivery and outcome stages.</li> <li>Next steps to learning identified in feedback of work.</li> <li>Adapted reading.</li> <li>Use of ICT to enhance teaching and learning.</li> <li>Directed seating.</li> <li>Dyslexia friendly classroom inc Ace dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>Additional support</li> <li>Increased visual aids/task boards.</li> <li>Reading scheme adhered to as a 'RWI' reader.</li> <li>Reading support as a tracked reader.</li> <li>Individual reading at least twice weekly.</li> <li>Precision teaching.</li> <li>Increased access to laptop or IT resources</li> <li>Maths terminology group.</li> <li>All interventions assessed for effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Advice from Outreach Team</li> <li>Referral to EP/STIPs/SALT/OT</li> <li>Intensive phonics/reading skills teaching (SN teacher).</li> <li>Use of laptop.</li> <li>Regular meetings with parents.</li> <li>Directed LSA support.</li> <li>Liaison with specialist services.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provision of supportive resources for English work</li> <li>• High expectations for all.</li> <li>• Specialist music, Spanish and outdoor PE teachers.</li> <li>• Child led learning</li> <li>• Effective questioning</li> <li>• Individual and group reading opportunities</li> <li>• Regular pupil progress meetings held.</li> <li>• Regular monitoring of teaching quality.</li> <li>• Feedback to parents at least termly.</li> <li>• Additional staff training as necessary.</li> <li>• Performance management for all staff</li> <li>• Visual timetables</li> <li>• Displays to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Directed LSA support in classes.</li> <li>• Use of Clicker 8</li> <li>• Inclusion targets written and reviewed termly.</li> <li>• Use of task boards</li> <li>• RWI phonics</li> <li>• RWI Fresh Start</li> <li>• Literacy 4 all</li> <li>• Number sense</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate assessments by Inclusion AHT.</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• School values identified, celebrated and discussed.</li> <li>• PSHE curriculum including focus on key values</li> <li>• Class Dojo points related to school values</li> <li>• Whole school rules – ready, respectful and safe</li> <li>• Structured routines.</li> <li>• Restorative conversations</li> <li>• Individual Dojo rewards.</li> <li>• Celebration assemblies with teacher achievement awards, Head Teacher awards and termly governor awards.</li> <li>• Governor hot chocolate once a week</li> <li>• Classroom responsibilities.</li> <li>• Buddy system.</li> <li>• All staff trained in 'Positive Touch'.</li> <li>• Worry box provided.</li> <li>• Poor/ late attendance – phone call home and monitored over time.</li> <li>• Safeguarding concerns monitored.</li> <li>• Wellbeing adult for each pupil identified.</li> <li>• All staff trained in attachment.</li> <li>• Zones of regulation programme</li> <li>• Daily mile</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills course (Anger/friendships/self-esteem).</li> <li>• Optional Lunchtime Club support.</li> <li>• 6 week ELSA programme</li> <li>• Small ELSA group</li> <li>• Wellbeing adult chat time.</li> <li>• Involvement of Inclusion officer for attendance.</li> <li>• Lego Therapy group.</li> <li>• Directed LSA support including settling activities.</li> <li>• Resilience building group.</li> <li>• Directed use of calming strategies</li> <li>• Focused zones of regulation group</li> <li>• Positivity book to share with home</li> <li>• Use of social stories.</li> <li>• Use of comic strips</li> <li>• Use of the garden to look after plants</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment by STIPs</li> <li>• Individual Behaviour Plan.</li> <li>• Circle of friends work.</li> <li>• Nurture group</li> <li>• Individual reward system with home involvement.</li> <li>• Home/school record.</li> <li>• Support for transition into year 3 and transfer to secondary school.</li> <li>• Individual lunchtime programme.</li> <li>• Referral to CAMHs.</li> <li>• Freemantles outreach support</li> <li>• 1:1 emotional support with reading and hot chocolate for PLAC/LAC children</li> <li>• Work with CWP</li> <li>• Work with FLW</li> <li>• Person centered meetings</li> </ul>

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	<ul style="list-style-type: none"> <li>• Mental Health first aiders</li> <li>• Positive behavior policy</li> <li>• Responsibilities – well being ambassadors, school council, eco ambassadors</li> <li>• All staff TAMHs trained</li> <li>• Transition planning</li> </ul>		
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Medical needs policy</li> <li>• Flexible teaching arrangements.</li> <li>• School day experiences are fully inclusive of children with additional needs.</li> <li>• Disabled toilets</li> <li>• Writing slopes/pencil grips etc as necessary.</li> <li>• Appropriate seating for all.</li> <li>• Motor development promoted through active PE.</li> <li>• All staff receive basic first aid training.</li> <li>• Additional staff training provided for hearing, visual impairments, and physical needs.</li> <li>• Movement breaks</li> <li>• Outdoor learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills activities.</li> <li>• Handwriting practice groups.</li> <li>• Use of specialised resources (grips, slopes/raised line paper, coloured filters etc).</li> <li>• Use of enlarged text/recorded materials.</li> <li>• Fiddle toys and fidget seats.</li> <li>• Directed LSA support.</li> <li>• Use of sensory activities</li> <li>• Reduced volume of handwriting</li> <li>• Gross motor skills activities</li> </ul>	<ul style="list-style-type: none"> <li>• Motor skills as directed by Occupational Therapy.</li> <li>• Specialist ICT assessment.</li> <li>• Risk assessments for residential trips and relevant day visits.</li> <li>• Opportunity to follow physiotherapy recommendations and use specific equipment.</li> <li>• School nurse referrals</li> <li>• Scribed work</li> <li>• Personal HCP</li> </ul>

\*Provision is correct at September 2023 but may be adjusted to cater for changing needs.  
More details about interventions can be found on the school website in the SEN area.