

Provision Map 2019/20*

	ALL children (Universal provision)	SOME children (Additional → Enhanced support)	A FEW children (Personalised support)
Communication and Interaction	<ul style="list-style-type: none"> • PSHE work is high profile. • Talk partners regularly used in class. • Structured school and class routines. • School Council and Eco Schools. • Visual timetables displayed in classrooms. • Sound charts in classrooms. • IT including voice recorders and movie makers. • Wide range of clubs run before and after school. • Residential trips in year 4 and year 6. One night stays at school for year 3 and year 5. • Opportunities for performance • Early Risers 'club' and Ravens Roost 'club' (with charge). • Buddies between year 6 and year 3 pupils. 	<ul style="list-style-type: none"> • Social Skills groups (up to 10 x 40 min weekly). • Use of visual timetables/desk reminders. • Listening Skills group. • Friendly Group for children with ASD type behaviours. • Language development group. • EAL conversation group. • Pre-teaching vocabulary group 	<ul style="list-style-type: none"> • Speech and Language therapy group or individual work. • Liaison with Outreach services. • Liaison with Speech and Language services. • Use of symbols. • Supporting a younger child responsibility. • Reading to a 'Pets as Therapy' dog. • Attention bucket small group
Cognition and Learning	<ul style="list-style-type: none"> • Quality teaching is embedded. Curriculum is differentiated at planning, delivery and outcome stages. • Next steps to learning identified in marking. • Setting for math in Years 6 and use of maths call backs in Years 3, 4&5. • Differentiated guided reading. • Use of ICT to enhance class lessons. • Directed seating. • Dyslexia friendly classroom inc Ace dictionaries. • Provision of supportive resources for literacy work – PC Ted Hills etc. • Challenging work for all. • Specialist music, German and outdoor PE teachers. • Regular pupil progress meetings held. • Regular monitoring of teaching quality. • Feedback to parents at least termly. • Additional staff training as necessary. 	<ul style="list-style-type: none"> • Appropriate assessments by SENCO. • Weaker set maths groups have additional adult support and additional support in some class maths lessons. • Focused writing skills groups. • Increased visual aids/task boards. • Reading scheme adhered to as a 'RWI' reader. • Reading support as a tracked reader. • Supervised book change. • Individual reading at least twice weekly. • Reading record kept (home/school). • Precision teaching. • Increased access to laptop or IT resources • Successmaker program for spelling (15 mins daily, year 4 and year 5). • Maths terminology group. • All interventions assessed for effectiveness. • Directed LSA support in classes. • Use of Clicker 7 	<ul style="list-style-type: none"> • Advice from Outreach Team • Referral to EP/LLS/SALT/OT • Intensive phonics/reading skills teaching (SN teacher). • Use of laptop. • SEND arrangements written and reviewed termly. • Regular meetings with parents. • Directed LSA support. • Liaison with specialist services. • Small group tuition in English or maths.

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<p>Social, Mental and Emotional Health</p>	<ul style="list-style-type: none"> • School values identified, celebrated and discussed. • Class Dojo points related to school values Whole school and class rules. • Structured routines. • Individual Dojo rewards. • Class assemblies. • Celebration assemblies with teacher achievement awards, Head Teacher awards and termly governor awards. • Classroom responsibilities. • Buddy system. • All staff trained in 'Positive Touch'. • Worry box provided. • Poor/ late attendance – phone call home and monitored over time. • Safeguarding concerns monitored. • Key person for each pupil identified. 	<ul style="list-style-type: none"> • Social skills course (Anger/friendships/self-esteem). • Supporting a younger child to build self esteem. • Optional Lunchtime Club support. • Anger management and calming strategies. • Emotional Literacy Support Assistant chat time. • Involvement of EWO for attendance. • Lego Therapy group. • Directed LSA support including settling activities. • Team building group. • Writing therapy group. 	<ul style="list-style-type: none"> • Assessment by Behaviour Support Specialist. • Individual Behaviour Plan. • Use of social stories. • Circle of friends work. • Friends for Life programme. • Individual reward system with home involvement. • Home/school record. • Support for transition into year 3 and transfer to secondary school. • Individual lunchtime programme. • Referral to CAMHs.
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements. • School day experiences are fully inclusive of children with additional needs. • Disabled toilets in year 4 and 5. • Writing slopes/pencil grips etc as necessary. • Appropriate seating for all. • Play Leaders at break time. • Motor development promoted through active PE. • All staff receive basic first aid training. • Additional staff training provided for hearing, visual impairments, and physical needs. 	<ul style="list-style-type: none"> • Fine motor skills activities. • Handwriting practise groups. • Use of specialised resources (grips, slopes/raised line paper, coloured filters etc). • Use of enlarged text/recorded materials. • Fiddle toys and fidget seats. • Directed LSA support. • Use of sensory stations. 	<ul style="list-style-type: none"> • Motor skills as directed by Occupational Therapy. • Specialist ICT assessment. • Risk assessments for residential trips and relevant day visits. • Opportunity to follow physiotherapy recommendations and use specific equipment. • Movement breaks. • Core strength groups.

*Provision is correct at September 2019 but may be adjusted to cater for changing needs. More details about interventions can be found on the school website in the SEN area.