

St Joseph's Catholic Primary School - Provision Map



Within SEND there are 4 areas of need: Cognition and learning; Speech, Language and Communication; Social, Emotional and Mental Health and Sensory and / or Physical. Our provision map shows Wave 1 provision available in school and Wave 2 and 3 provisions which are carefully tailored to the individual needs of each child.

Wave 1 Provision ~ Quality First Teaching

Wave 1 teaching is daily high quality, effective and inclusive teaching delivered by the class teacher to all children. This includes interactive teaching approaches with differentiated work in order to meet individual learning styles in an inclusion environment.

Wave 2 Provision ~ Targeted Provision

Wave 2 provision is additional time limited group or individual interventions to meet children's needs enabling them to work at age related expectations. These interventions are for children who are not progressing with wave 1 teaching and need targeted support. The class teacher and SENCO identify these children through ongoing assessment and tracking. Students do not need to be on the Code of Practice in order to access these.

Wave 3 Provision ~ Personalised Provision

Wave 3 provision is individual or very small group specifically targeted intervention programmes for SEN children who are identified as needing additional support. These interventions are put in place when Quality First Teaching and Targeted Provision are not enabling a child to make appropriate progress. The class teacher and SENCO identify these children through ongoing assessment and tracking.

Reviewed and updated by Jennie Trimmer SENCO, January 2017. To be reviewed annually.

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Cognitive and Learning

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<ul style="list-style-type: none"> ❖ Quality teaching ❖ Structured school and classroom routines ❖ Assessment for Learning build into planning ❖ Visual timetables ❖ Clear learning objective and success criteria displayed and used ❖ Modelling and WAGOLLS (What a Good One Looks Like) ❖ Differentiated planning and delivery of curriculum e.g. language, resources and outcomes ❖ Child and peer assessment of work ❖ High expectations of learning ❖ Learning resources and prompts in class to support learners e.g. writing frames, word mats, number lines, concrete apparatus such as Numicon ❖ Verbal and recorded feedback given to children appropriate to needs ❖ Varied and creative curriculum ❖ Talking partners ❖ Clear task list ❖ Alternative ways of recording e.g. mind mapping, IT ❖ Photocopied handouts ❖ Pastel background on interactive whiteboard ❖ Note taking strategy taught ❖ Visual prompts ❖ Teaching reflects learning styles (visual, auditory, kinaesthetic) ❖ Guided reading daily ❖ Chrome books regularly used ❖ Reading scheme ❖ Library ❖ School trips, speakers, residential ❖ Child productions and class assemblies 	<ul style="list-style-type: none"> ❖ If identified as SEN: Individual Provision Maps with specific targeted provision outlined and expected outcomes ❖ Teaching Assistant support for learning ❖ Small group intervention e.g. phonics, reading, comprehension, spelling, SNAP maths, grammar, writing, handwriting, maths ❖ Booster groups for English and Maths ❖ TA support to pre-teach topic and key word vocabulary ❖ Specific 1:1 interventions e.g. precision teaching, focused teacher or HLTA support ❖ Differentiated resources to support children's needs e.g. number apparatus, sound and word mats, prompt cards and writing frames ❖ Dyslexia friendly reading books ❖ Colour overlays ❖ Support from outside agencies e.g. Learning and Language Support, Educational Psychologist ❖ Extra time to understand tasks and to plan answers and work 	<ul style="list-style-type: none"> ❖ Individual Provision Maps to identify areas for support and expected outcomes ❖ IT e.g. Chrome book ❖ Individualised visual timetable ❖ Individual prompt cards ❖ 1:1 or very small group highly targeted provision according to individual need ❖ Polish teaching assistant support ❖ Toe by Toe programme ❖ Precision teaching intervention ❖ Language for thinking programme

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Speech, Language and Communication

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<ul style="list-style-type: none"> ❖ Quality teaching ❖ Structured school and classroom routines ❖ Modelling of effective communication and Interaction ❖ Communication prompt cards ❖ Opportunities for role play and show and tell ❖ Assessment for Learning built into planning ❖ Visual timetables and visual prompts ❖ Clear learning objective and success criteria displayed and used ❖ Modelling and WAGOLLS (What a Good One Looks Like) ❖ Differentiated planning and delivery of curriculum e.g. simplified use of language, resources and outcomes ❖ Cue in child before giving instructions ❖ Instructions short, clear and broken into chunks ❖ Appropriate level of questioning to support and challenge ❖ Talk time to reinforce learning and practise vocalising thoughts ❖ Consideration given to seating within the class and school environment to minimise distraction and ensure maximum access to learning ❖ Children self-assess work ❖ High expectations of learning ❖ Learning resources and prompts in class to support learners ❖ Verbal feedback given to children ❖ Varied and creative curriculum ❖ Teaching reflects learning styles (visual, auditory, kinaesthetic) ❖ Chrome books ❖ Child productions ❖ Class assemblies 	<ul style="list-style-type: none"> ❖ Teaching Assistant supporting in class with language and communication ❖ Small group intervention e.g. phonics, reading, writing, maths, games to support language skills and vocabulary ❖ Social skills groups ❖ Speech and language groups ❖ TA support to pre-teach topic and key word vocabulary ❖ Specific one to one interventions e.g. precision teaching, focused teacher or HLTA support ❖ Break time and lunch time support with communicating and social skills ❖ Differentiated resources to support children's needs e.g. word mats, prompt cards ❖ Support from outside agencies e.g. ASD outreach, REMA (Race Equality and Minority Achievement) Speech and language, Learning and Language Support ❖ Time given for child to understand task and plan work ❖ Time to talk though learning ❖ Adult modelling of good language ❖ Child to repeat back instructions to ensure understanding 	<ul style="list-style-type: none"> ❖ Individual Provision Maps to identify areas for support and expected outcomes ❖ Individualised visual timetable ❖ 1:1 visual cards to support understanding ❖ Highly targeted provision according to individual need ❖ Polish teaching assistant support ❖ 1:1 speech and language programme as directed by therapist ❖ Makaton as directed by therapist ❖ ELKLAN trained TA support ❖ Repetition of instructions 1:1 ❖ Language for thinking activities ❖ Social stories and comic strip conversations

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Social, Emotional and Mental Health

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<ul style="list-style-type: none"> ❖ Catholic values ❖ Mass and sessions taken by the Priest ❖ Inclusive ethos ❖ Behaviour policy ❖ Environment of nurturing, praise and encouragement ❖ Reward systems in class ❖ High expectations of behaviour ❖ Class rules ❖ Award assemblies and Hymn practice ❖ Circle time and PSHE lessons ❖ Safeguarding training for all staff ❖ Feeling boards ❖ Assemblies ❖ School council ❖ KOSA – before and after school provision and holiday scheme ❖ Brain / movement breaks ❖ Class visual timetable ❖ Clear routines ❖ Prepare children for changes ❖ Short and clear instructions ❖ Timescales given ❖ Clear learning expectations ❖ Consideration given to seating arrangements ❖ Transition visits between year groups and schools ❖ Celebration of work evening ❖ Children's work displayed ❖ Allotment visits in year 3 ❖ A variety of clubs after school ❖ Lunch time play equipment and sports coach led activities 	<ul style="list-style-type: none"> ❖ Teaching Assistant support in class with children's learning ❖ Group interventions focusing on social and emotional need e.g. social skills, ELSA (Emotional Literacy Support Assistant) ❖ Individual behaviour reward charts ❖ Break time and lunch time support with social interaction ❖ Varied resources to support specific needs e.g. fiddle toys, calm box ❖ Social stories / comic strip conversations ❖ Individual visual timetable ❖ Now and next cards ❖ Use of interests to motivate learning ❖ Buddy system ❖ Model, coach and reinforce group work skills ❖ Consideration given to lighting and noise in and around the school ❖ Prompt cards ❖ Support to help child to work independently ❖ Child given responsibilities ❖ Calm area within the classroom ❖ Individual learning breaks ❖ Teach behaviour skills ❖ Tasks broken down into chunks ❖ Give choices 	<ul style="list-style-type: none"> ❖ Individual Provision Maps to identify areas for support and expected outcomes ❖ Home/School communication book ❖ ELSA 1:1 support (Emotional Literacy Support Assistant) ❖ Pastoral support ❖ Bereavement support ❖ Support from outside agencies e.g. Behaviour Support, ASD Outreach, Educational Psychologist, Young Carers, EWO ❖ Individual behaviour plans or Personal Support Plan ❖ Home school link worker ❖ Individual calm area out of class ❖ Individual workstation ❖ Adapted curriculum ❖ Individual checklist ❖ 1:1 break and lunch time support with social interaction ❖ Reward sessions ❖ Revised timetable ❖ Additional transition support between classes and schools

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Sensory and Physical

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<ul style="list-style-type: none"> ❖ Care plan ❖ Multi-sensory approach to learning ❖ Staff awareness and relevant training as appropriate for physical impairment ❖ Playground equipment ❖ Accessible buildings with appropriate furniture in classrooms ❖ Brain / Movement breaks ❖ Kinaesthetic lessons ❖ Varied resources to support general needs e.g. pencil grips, triangular pencils, adapted scissors ❖ Minimise need for extensive handwritten recording e.g. IT, mind mapping, group recording ❖ Appropriate seating within the classroom and school environment such as assemblies and lunch ❖ Sensory equipment ❖ Visual timetable ❖ Enlarged materials ❖ Swimming sessions in year 3 and 4 with specialist teachers ❖ Qualified sports coaches 	<ul style="list-style-type: none"> ❖ Group interventions focusing on physical and sensory needs e.g. gross and fine motor activities, handwriting ❖ Occupational Therapist exercise programmes ❖ Varied resources to support specific needs e.g. move and sit mats, writing slope, adapted scissors, adapted cutlery, fiddle toys, sensory equipment ❖ Consideration given to class environment e.g. lighting, noise and displays ❖ Advice from the school nurse ❖ Allowing time for child to complete activities or move around ❖ Pastel background on interactive whiteboard and clearly coloured whiteboard pens ❖ Peer group awareness ❖ Additional opportunities to practise skills 	<ul style="list-style-type: none"> ❖ Individual Provision Maps to identify areas for support and expected outcomes ❖ Support from outside agencies as appropriate e.g. Occupational therapist, Hearing Impairment Service, Physical Sensory Support Service, Physiotherapist ❖ Individual equipment as advised by specialists ❖ Use of school lift ❖ Gross motor apparatus e.g. balance board