

Provision Map

2019/20

Laleham Church of England Primary School		
Wave 1, 2 and 3 provision		
Cognition and Learning		
Wave 1 Definition Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
<ul style="list-style-type: none"> • Differentiation across the curriculum • All pupils set appropriately challenging targets • Differentiated delivery • Accurately paced lessons • Stimulating and interactive environment (all classes equipped with interactive whiteboard and visualiser) • Guided teaching support • Targeted additional support • In class teaching assistant support • Talk partners • Visual timetables • Visual prompts • Writing frames • Written and spoken instructions presented in a way that enables all pupils to access the curriculum • Group/paired learning • The curriculum is relevant and exciting with curriculum weeks woven throughout the year where learning is cross curricular. <p>A range of questioning strategies are used to encourage deeper thinking.</p>	<ul style="list-style-type: none"> • Withdrawal of groups -children who need extra literacy or numeracy support (Developing written language skills, Developing phonological awareness programme and Picture Q comprehension etc) • Multi-sensory spelling groups • Coloured overlays • Coloured books for writing and maths • Additional home learning support • Numicon • Target reader • Now/next cards • Home Learning club • An enhanced ISP is developed 	<ul style="list-style-type: none"> • 1:1 support for literacy and maths following specially designed programmes • Additional planning and arrangements for transition • Individual arrangements for SATs • Learning and language Support/Educational Psychology involvement • Precision Teaching • Toe by Toe program • Task boards • Speech to Text ICT writing support • Brain Injury and complex learning difficulties outreach teacher liason • SEND Support Arrangements in place • NESSY Program for reading and spelling

Provision Map

2019/20

<ul style="list-style-type: none"> • Personalised learning approaches are used • Children have access to a wide range of relevant resources that are suitable for their individual needs • Children self-assess their own learning and plan their next steps. • Multi-sensory learning styles are taken into consideration • Pupils develop a One Page Profile 		
<h3>Communication and Interaction</h3>		
Wave 1 Definition Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
<ul style="list-style-type: none"> • Structured school and classroom routines • Teacher modelling • Class visual timetable used in every classroom • Visual prompts used • Seating plans are carefully considered to promote learning • Talk partners • Key vocabulary is clearly displayed • Word/mind maps are used at the beginning of new topics • Vocabulary banks • Instructions are delivered clearly and reiterated where necessary so all children understand • Language simplified to support understanding • Pupils develop a One Page Profile 	<ul style="list-style-type: none"> • Language and vocabulary groups • Attention and Listening groups • Social stories • Social skill programmes • An enhanced ISP is developed • Lego therapy 	<ul style="list-style-type: none"> • Support and advice from Learning and Language support/speech and language therapist where needed • Pre-teaching (Word Aware program) • Attention Autism • ASD outreach • Colourful Semantics • Specific programmes (Language for Thinking programme and Think it, Say it etc.) • Individually tailored language and vocabulary support • SEND Support Arrangements in place

Provision Map

2019/20

Sensory and Physical		
Wave 1 Definition Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
<ul style="list-style-type: none"> • Teachers understand the implications of sensory impairment • Suitable furniture and space • Easy to access resources • Classroom layout and positioning of pupils are carefully considered to ensure safety and access for all • Appropriate resources are used to support needs such as wobble cushions, pencil grips, writing slopes etc. • ICT is appropriately used to support needs • Pupils develop a One Page Profile 	<ul style="list-style-type: none"> • Surrey occupational therapy resource pack used throughout the school where a need arises • Handwriting fine motor programmes • Touch typing programmes • Writing slopes. • An enhanced ISP is developed 	<ul style="list-style-type: none"> • Individual occupational/physiotherapy therapy targets • Input from Physical and Sensory Support Services. • Proprioception exercises • Sensory diets – OT • Visual perception activities. • Access to ICT as appropriate. • Enlarged text. • Support with specialist equipment • Additional planning arrangements for transition • SEND Support Arrangements in plan

Provision Map

2019/20

Social, Mental and Emotional Health		
Wave 1 Definition Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
<ul style="list-style-type: none"> • Whole school behaviour policy • Class reward system- stars/house points • Restorative approach to resolving conflicts and problem solving • Positive Touch trained staff • Visual timetables • Talk partners • Differentiated expectations of ability • Assemblies that promote values • PSHCE/Health for Life • Circle time • Cross Year group activities • School Council – opportunity to comment and have a voice • Pupils develop a One Page Profile 	<ul style="list-style-type: none"> • Social, communication groups are run where needs are identified • Transition groups • Social Stories • ELSA support • Comic Strip Conversations • An enhanced ISP is developed 	<ul style="list-style-type: none"> • Support from Home School Link worker • Behavioural Support input • Individually tailored behaviour support: Emotions book, Anger management strategies, anxiety management strategies, 5 point scales, Emotional Regulation Chart with strategies. • Playtime support • Individualised reward charts • Behaviour plans • Risk assessments • Outside agency targets • Time out cards • Additional planning arrangements for transition • SEND Support Arrangements in place
<p>This document provides an outline of the current provision at Laleham Church of England Primary School.</p>		