

Provision Map by SEN category across school

Area of need	All pupils where appropriate Quality First Teaching	Targeted support (Individual +Small groups)	Specialised Individual Support
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum planning. • Increased visual aids and modelling. • Access to a word processor. • Children are taught through a creative curriculum. • Use of writing frames and illustrated dictionaries. 	<ul style="list-style-type: none"> • Individual Education Plans • Access to Learning Support Service for recommendations to support individual needs. • Targeted group interventions which are reviewed annually, for example: lifeboat (which covers phonics and writing) fit to learn (targets fine and gross motor skills). • Targeted individual interventions (these are specific to the needs of the child) • Specialist resources, examples of these are, sloping board for handwriting and posture, coloured overlays for children with dyslexia. 	<ul style="list-style-type: none"> • One to one support for children identified as needing adults guidance and support to access the curriculum. • Purchased specialist interventions to support learning, an example is clicker (which is a computer programme to support writing). • Learning support service works individually with identified children, observing, assessing and providing support to enable them to access the curriculum.
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning (activities, delivery and outcomes eg: simplified language). • Increased visual aids, modelling. • Structured school and class routines. • Letters and sounds/ read write Inc lessons. 	<ul style="list-style-type: none"> • Individual Education Plans • Behaviour plans • Access to Communication, Interaction and Access Team (CIAT) and Speech and Language Therapy service (SALT) and Ethnic Minority Support Group. • Targeted group interventions which are reviewed annually, for example: Time to talk and socially speaking (targeting speaking, listening and social skills) • Targeted individual interventions (these are specific to the needs of the child) 	<ul style="list-style-type: none"> • One to one support for children identified as needing adults guidance and support to access the curriculum. • CIAT, SALT and Ethnic Minority support group works individually with identified children, observing, assessing and providing support to enable them to access the curriculum. • Individual programmes planned and assessed to support individual targets.

<p>Emotional, behavioural and social</p>	<ul style="list-style-type: none"> • Whole school behaviour policy. • Whole school and class expectations. • Class reward systems. • Lunchtime/ dinner awards. • Celebration/ sharing class work assemblies. • Circle time. 	<ul style="list-style-type: none"> • Individual Education Plans • Behaviour plans • Access to Educational Psychology Service for recommendations to support individual needs. • Targeted group interventions which are reviewed annually, for example: Social skills and behaviour group. • Targeted individual behaviour systems (these are specific to the needs of the child, an example may be, a rewards box/ marble jar). • Specialist resources available in classrooms. • Access to a quiet room when identified children need some space away from the classroom. 	<ul style="list-style-type: none"> • One to one support for children identified as needing adults guidance and support to access the curriculum. • Educational Psychology Service and in some cases the Primary Behaviour Service works individually with identified children, observing, assessing and providing support to enable them to access the curriculum. • Parent Support Service work alongside parents. • A member of the CIAT team visits school to offer drop in sessions for parents. • Common Assessment Framework (CAF) Frequent meetings which include agencies involved with the individual child and provide support provided for families. • Individual programmes planned and assessed to support individual targets.
<p>Sensory and physical/ medical</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Staff aware of implications of physical impairments. • Writing slopes. • Pencil grips. • Brain gym. • Wake up, Shake up/ PE lessons. 	<ul style="list-style-type: none"> • Individual Education Plans • Medical Plans • Intermit care plans • Medication stored and administered as and when required. • Specialist resources available in classrooms to support physical and sensory needs. • Accessibility plan • Individualised planning to enable where possible children to access PE lessons with physical disabilities. 	<ul style="list-style-type: none"> • One to one support for children identified as needing adults guidance and support to access the curriculum. • Occupational Therapy services, Physiotherapy services, Deaf and Hearing Impairment service and CIAT work individually with identified children, observing, assessing and providing support to enable them to access the curriculum.

		<ul style="list-style-type: none">• Access to Occupational Therapy services, Physiotherapy services, Deaf and Hearing Impairment service and CIAT for recommendations to support individual needs.• Targeted group interventions which are reviewed annually, for example: Fit to learn programme• Targeted individual behaviour systems (these are specific to the needs of the child, an example may be, what's in the bag? Which is a fine and gross motor programme).• Specialist resources available in classrooms.• Access to a quiet room when identified children need some space away from the classroom.	<ul style="list-style-type: none">• Individual programmes planned and assessed to support individual targets.• Adaptations to classroom and school building when required (see accessibility plan)
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