

Provision Map by SEN category for Walton Primary Academy

Area of need	All pupils where appropriate Quality First Teaching	Targeted support (Individual and Small groups)	Specialised Individual Support
<p>Cognition and learning</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning • Adults adopt a consistent approach • Encouragement and praise for demonstrating good listening skills • Visual reminders for good sitting • Increased visual aids i.e. visual timetable and first/then board and modelling • Children are taught through a creative curriculum • Use of writing frames and illustrated dictionaries. • Carpet square to support attention • Seated near good role models • Seated at the front to aid concentration 	<ul style="list-style-type: none"> • Learner Profile • Supporting me to Learn Plan • Access to Clicker 8 • Multi-sensory activities, in particular access to concrete resources and activities • Modelling and demonstration of tasks the individual needs to complete • Access to Learning Support Service for recommendations to support individual needs • Targeted group interventions, which are reviewed half-termly, for example: Direct Phonics (which covers phonics and writing) • Targeted individual interventions (these are specific to the needs of the child e.g. SPLD programme) • Specialist resources, examples of these include 	<ul style="list-style-type: none"> • EHC plan • One to one support for children identified as needing adult's guidance and support to access the curriculum • Significantly modified curriculum, which places high emphasis on social communication, social skills development and sensory needs, in an adapted teaching setting • Progress is tracked using the Wakefield Progression Steps document • 1:1 teaching to target specific gaps in early maths and literacy skills • Assistance to function in small groups • Adults reinforce verbal information with visual representations e.g. pictures, objects or diagrams.

	<ul style="list-style-type: none"> • Access to concrete resources and visual representations in Maths and other subjects when appropriate. 	<p>rollerblade mouse for mark making, sloping board for handwriting and posture, coloured overlays for children with SPLD.</p> <ul style="list-style-type: none"> • Progress is tracked using the Wakefield Progression Steps document if needed. 	<ul style="list-style-type: none"> • Carefully planned workstation tasks to promote independence • Task plans to guide children with moving through tasks • Visual structured approach to teaching and learning is used • Activities planned at individual child's level and interest • Constant adult support to encourage engagement in all activities and extend play in continuous provision areas. • Start/Finish baskets for targeted activities to develop attention. • Staff modelling play sequences using the Early Vocabulary Builder • High level of personalised visual supports to promote children's independence • Opportunities provided throughout the day for repetition and revision work • Use of individual workstation in a distraction free environment.
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<p style="text-align: center;">Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning • Adults adopt a consistent approach • Visual timetable in every class • Increased visual aids and modelling • Children are taught through a creative curriculum. 	<ul style="list-style-type: none"> • Learner Profile • Supporting me to Learn Plan • Access to Communication, Interaction and Access Team (CIAT) • Access to NHS Speech and Language Therapy Service • Access to school's Speech Therapist • Adults use child's name first to cue them into listen • Adults use clear and concise language • Allow processing time to follow instructions • Targeted social group interventions which are reviewed half-termly, WellComm, Lego Therapy, Time to Talk, Socially Speaking, Talk About (targeting speaking, listening and social skills) 	<ul style="list-style-type: none"> • One to one support for children identified as needing adult's guidance and support to access the curriculum. <p>Staff support identified children reduce their language level by:</p> <ul style="list-style-type: none"> • Giving information in short chunks • Reduce the number of questions they use • Reduce the pace at which information is delivered. • Use concrete language i.e. avoidance of non-literal language and implied meanings • Allow more processing time for identified children to follow instructions • Identified children are pre-taught new concepts and vocabulary before these are taught to the whole class

		<ul style="list-style-type: none"> • Targeted group speech and language interventions which are reviewed half-termly, for example, vocabulary and narrative • Targeted individual interventions (these are specific to needs of the child) e.g. blank level questions, sequencing 	<ul style="list-style-type: none"> • One to support individual children's interactions with others throughout the day • CIAT and SALT work 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 e.g. playscripts intervention, WellComm, individual speech programmes • Use of communication system i.e. Makaton and "objects of reference"
<p align="center">Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Adults adopt a consistent approach • Visual timetable in every class • Whole School Behaviour policy (The Butterfly Approach) • Whole school and class expectations • Class reward systems e.g. jewels in the jar, house points, stickers, certificates. 	<ul style="list-style-type: none"> • Learner Profile • Supporting me to Learn Plan • SEMH Plan • Access to Educational Psychology Service for recommendations to support individual needs. • Targeted social group interventions which are reviewed half-termly, Turn taking, Lego Therapy, Time to Talk, Socially Speaking, Talk 	<ul style="list-style-type: none"> • One to one support for children identified as needing adult's guidance and support to access the curriculum • Use of distraction strategies when identified children are feeling frustrated • Adults use emotion cards to label children's feelings and support them in choosing an appropriate strategy to calm

	<ul style="list-style-type: none"> • Celebration and sharing class work assemblies • Circle time 	<p>About (targeting speaking, listening and social skills). All About Me (targeting self-esteem)</p> <ul style="list-style-type: none"> • Targeted individual behaviour systems (these are specific to the needs of the child, an example may be a token board, reward box, now/then board) • Access to sensory room or a quiet room when identified children need some space away from the classroom 	<ul style="list-style-type: none"> • Tasks are presented clearly, so children understand exactly what is expected. • Identified children are made aware of any changes to routine. • Staff working with individual children are aware of things that can cause him anxiety. Adults recognise situations, which may cause stress. They try to reduce these situations and prepare children when needed to do so. • High level of adult support to manage identified children's behaviour when their anxiety levels are high • Predictable environment with positive reinforcement and specific strategies (visual prompts, tasks broken into steps, tasks modelled for children to see what they should look like). • Educational Psychology Service work individually with identified children, observing, assessing and providing
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			<p>support to enable them to access the curriculum</p> <ul style="list-style-type: none"> • Children’s First Hub meetings which include agencies involved with the individual child and provide support provided for families. • Individual programmes planned and assessed to support individual targets • Longer playtimes structured with adult-led games
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Adults adopt a consistent approach • Staff aware of implications of psychological impairments. • Pencil grips • Regular breaks using Go Noodle, Just Dance etc. <p>Support to manage hearing loss in school. Staff working with child are aware of hearing loss, its effect and of the appropriate strategies to use.</p> <ul style="list-style-type: none"> • Seated in a good listening position i.e. close to speaker or sound. 	<ul style="list-style-type: none"> • Learner Profile • Supporting me to Learn Plan • Medical Plan • Intimate Care Plan • Medication stored and administered as and when required. • Consideration of required adaptations to ensure safety and access. • Individualised planning to enable where possible children to access PE lessons with physical disabilities. • Access to Occupational Therapy Services, Physiotherapy services, Hearing Impairment service, 	<ul style="list-style-type: none"> • One to one support for children identified as needing adult’s guidance and support to access the curriculum. • Constant adult support throughout the day to provide supervision and physical assistance to; ensure safety, address self-care needs; promote development • Full and constant supervision for all activities of daily living and self-care including feeding, drinking and toileting • Toileting programme in place in conjunction with parents

	<ul style="list-style-type: none"> • Support and encouragement to wear hearing aids. • Background noise kept to a minimum from inside and outside of the classroom. • Teachers establish turn taking procedures where only one person speaks at a time. • Staff ensure child can see their face when speaking to her. 	<p>Visual Impairment service and CIAT for recommendations to support individual needs.</p> <ul style="list-style-type: none"> • Targeted group interventions which are reviewed half-termly, for example Fit to Learn • Targeted individual programmes (these are specific to the needs of the child) Write from the start, physio/OT exercises, sensory diet • Small group work to develop concepts, listening skills, confidence in speaking in front of peers and listening to others • Access to sensory room or a quiet room when identified children need some space away from the classroom. 	<p>to ensure consistency of approach</p> <ul style="list-style-type: none"> • Visual prompts used to show toileting routine • Staff to support child in dressing skills in getting undressed and dressed for P.E. sessions and changing shoes • Visual prompts used to show the dressing routine for P.E • 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. <p>Advice and support from an Advisory Teacher of Deaf and Hearing-Impaired children who will:</p> <ul style="list-style-type: none"> • Carry out regular assessments of auditory functioning
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			<p>(proprioceptive and vestibular) when activity levels are problematic throughout the day</p> <ul style="list-style-type: none">• Access to a special box containing child's favourite sensory toys• Access to school's sensory room at various points throughout the day
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