Whole School Provision Map Bramham Shadwell Federation

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|  |  |  | **EHCP**  **SEND SUPPORT Plan**  **Individual Provision map**  **Pupil Passport** |
| **Area of Need** | **Universal whole school**  **Wave 1 (All pupils)**  **High Quality Teaching** | **Targeted/ small group**  **Wave 2 (Small Group Intervention)** | **Personalised/ specialist**  **Wave 3 (Identified Special Needs)** |
| **Communication and Interaction**  **SLCN – Speech, language and communication needs.**  **ASD – Asperger’s Syndrome and Autism** | Differentiated/ adaptive curriculum, planning, activities, delivery and outcome, e.g. simplified language.  Increased visual aids  Suitable seating to meet needs.  Visual timetables.  Use of symbols.  Structured school and class routines.  Talking partners  Processing time  Opportunities to interact  Model language, repeating, asking them again etc.  Pre teaching will be used to support children. This may also involve giving children prior warning of questions that may be asked or points that will be discussed before watching a video, listening to a piece of text etc. Key words for subjects taught previous to lesson/term (with pictures/symbols).  Offer opportunities for oral rehearsal of contributions (reading aloud/using Talk Partners etc)  Adults will repeat key instructions before rephrasing them for children  Labelled objects in classroom, where appropriate using words and symbols / pictures  Widgit  For EAL or minimal vocabulary, Picture/label (multilingual) fan of everyday objects and phrases. | In class support from TA with some focus on supporting speech and language.  Brick therapy  Speech and Language support  Exercises with TA  Small Group time/ friendships  Intensive interaction – small group | Speech and Language support, e.g. external speech therapist – Chatterbugs once a term.  Support from Speech and Language, programme delivered in school by TA assigned to the child. This programme is personalised to the individual and carried out at least 3 x weekly with TA.  Support form AIP (Area inclusion Partnership)  Support from STARS – ASD  Intensive interaction – 1-1  Talking mats  Comic stripping  Social stories  PECS |
| **Cognition and Learning**  **MLD – Moderate learning difficulties**  **SLD – Severe learning difficulties**  **PMLD - Profound and multiple learning difficulties**  **SpLD – Specific learning difficulties** | Differentiated/ adaptive curriculum, planning, activities, delivery and outcome.  Use of writing frames.  In class support from a TA/ teacher.  Focused group work with teacher/ TA e.g. Guided Reading/Writing.  Individual reading with a TA  Dyslexia friendly IWB – see separate provision maps.  Pre-teaching of topics, language and concepts to allow children processing time of information.  Encourage children to use their oral ability to participate in class/ group discussions.  Allow thinking time by using talk partners before answering to whole class.  Select texts at the correct level for the child.  Limit reading aloud – whole class.  Coloured reading rulers, overlays, coloured paper – improves clarity of text and can make reading less effortful.  Enlarged print.  Coloured background on IWB – as the glare from electronic screen can exacerbate visual stress symptoms.  Use of mnemonics to help remember key information.  Use posters/ working walls for key information.  Resources to support learning e.g. speed sound sheet, word banks.  Homework activities that reinforce and consolidate classwork.  Clear, short instructions given.  Visual aids  Present materials in different ways – e.g. If giving information verbally also share diagram, task planner.  Alternative recording e.g. whiteboard and pen, technology – use of laptop, scribes,  Use writing frames and key word mats.  Give reminders of how long is left of the lesson. Consider using timers to support.  Task planner & knowledge organiser  Working collaboratively with a partner  Positive prompts/ praise/ use of reward chart – verbally addressing good examples.  Demonstrate, model and reinforce new skills.  Multi-sensory teaching e.g. when spelling encourage children to say the letter names as they write them. (Known as SOS – Simultaneous Oral Spelling)  Practical and multisensory activities e.g. Making words with wooden/plastic letters, using coloured pens, crayons, felt tips, writing in different sizes/in the air, saying the letter names out loud to a rhyme – clapping, singing to a well-known tune, throwing and catching a ball – this can help embed spelling patterns into long term memory.  Mind Mapping – this helps to organise thoughts and structure writing.  Mind mapping through computer software – www.popplet.com (free app)  Keep copying to a minimum – this will allow children to retain energy and focus. E.g. Provide LO to stick in book/ write in advance.  Multi-sensory approach to learning  Print shared writing to stick in books (when handwriting writing is not the main focus e.g. learning speech marks – children add to printed text.)  Consider typing as an additional skill to handwriting – this can reduce memory overload, improve speed, fluency, quality of written content as well as improved legibility.  Speech to text software – find typing difficult and prefer to dictate. Go into notes and use the microphone tool.  Visual techniques - diagrams, timelines, storyboards, cartoon strips  Access to Barrington stoke books.  Time given for processing  To support working memory:  Repetition and reinforcement of skills  Simplified step by step instructions  Chunking the amount of information presented  Repetition of important instructions  Recapping of key points  Sound buttons  Widgit  GL Dyslexia screening toolkit | Intense focused literacy support groups.  Specific withdrawal work to focus on particular literacy/numeracy/ curriculum skill.  Booster Maths Groups/ SDI  Booster Literacy Groups/ SDI  Planned opportunities for pre-teaching pupils.  In-class support with TA /teacher as facilitator for group.  Adult reinforcement/modified instructions.  Specific group targets/focused work  Intervention programmes.  Consultation with outside agencies - Dyslexia, dyscalculia, Dyspraxia  Specific learning focus – starter/ homework  Consider Bsquared/ SENIT DJ assessments | Access to SENIT/ other outside agencies.  Resources and advice offered by advisory teachers.  Individual timetable  Individual planning  Start/finish boxes/ NOW/ NEXT  1:1 support.  Individual targets in area of need.  Alpha to Omega  Word Shark  Individual arrangements for SATs and other tests.  Specific use of ICT programmes  Additional planning/arrangements for transition.  Bsquared/ SENIT DJ assessments and additional interventions. |
| **Social, emotional and mental health difficulties** | Whole school behaviour policy  Visual timetables  Wobble cushion  Fidget toys  Whole school/class expectations – The Best Certificates/ Reward charts  Circle time  Healthy schools’ agenda - MindMate/ PSHE curriculum activities and resources e.g. ZOR emotions display and toolkits whole school.  Regulation opportunities  Wish box.  Whole class targets – this can be personalised to your class.  Small group circle time  Regulation space for staff and children e.g.   * Music * Movement – finger tapping, hammer and saw, colour hunt, ear and nose, two pictures, Danny Go! Movement videos. * Meditation – colour breathing, 5 senses, safe memory visualisation, mindfulness, cosmic kids. * Coping skills therapy * Grounding skills for anxiety. [Free Resources (therapyinanutshell.com)](https://courses.therapyinanutshell.com/free-resources?_gl=1*adbujb*_ga*MTMzNjYwNTc2MS4xNzEwMTUxNDE4*_ga_1120GYJCNS*MTcxMDE1MTQxOC4xLjAuMTcxMDE1MTQxOC4wLjAuMA..&_ga=2.247081092.1409974820.1710151418-1336605761.1710151418)   Reflect and relax – calming activity for the end of the day.  ZOR -Activities e.g. 6 sides of breathing, lazy 8 breathing.  ZOR check ins throughout the day.  ZOR Toolkit – whole class and individualised.  Relaxation room. / Library. With a range of equipment to de-escalate/ regulate.  Positive intervention strategies.  Flexible approaches to a range of different behaviours.  Time out systems within the classroom.  Structured routines and clear guidelines, such as lining up order etc…  Widgit | Lunch time drop in twice a week - ELSA.  Individual reward systems e.g. victory log.  Ladder to success  Social Stories.  Buddy system  Small group social skills programmes – nurture group  Small group circle time to address a specific issue.  Focused playground monitoring / intervention by staff.  Emotional regulation group – ELSA  Talk time with class staff directed around area of need.  Behaviour/ trigger log completed weekly and uploaded to Safeguarding PM  PBSP  Boxall Profiles  MindMate groups | ELSA  Alternative provision sessions.  Reduced timetable.  Access to outside agencies.   * AIP support * EPOSS Cluster support * SEMH Inclusion Team * CityWide Consultation   1:1 support.  School/external individual counselling/ behaviour support  Weekly or daily/ regular meetings with parents/carers.  Home/school communication book.  Individual behaviour chart / pastoral support plan.  Additional planning/arrangements for transition.  Additional access to adult ‘listening’ time.  Talking mats  Behaviour/ trigger log completed weekly and uploaded to Safeguarding PM |
| **Sensory and Physical**  **VI – Visual impairment**  **HI – Hearing impairment**  **MSI –Multi –sensory impairment** | Flexible teaching arrangements.  Staff aware of impairment.  Medical support.  Access to equipment, e.g. sloping boards, pencil grips, wobble cushion, pencil grips  Staff to be aware of specific equipment/ resources needed e.g. radio aid.  Reduce background noise to improve acoustic environment.  Considerate seating and position of teacher.  Uncluttered and well organised and clearly labelled learning environment.  Good lighting. o Access to subtitles on audio visual material.  Choice making opportunities.  Specialist vocabulary available at the beginning of each topic – ‘Knowledge Organisers’.  Allow thinking time.  Summarise key points at start and end of lesson.  High colour contrast materials, including on whiteboard.  Good quality print and photocopying.  Pre-prepared work with date/LO etc.  Widgit | Motor skills programme for small group or individuals.  Staff and peer awareness of physical disabilities and how   * they can support individuals * Gross motor skills work. * Fine motor skills work. * Handwriting / keyboard skills group. * Visual / auditory perception activities * Carefully timed activities. * Awareness of fatigue. | Individual support in class and PE.  Access to ICT  1:1 support.  Continence training.  Monitored use of medication.  Individual physiotherapy  Modified expectations during physical activities.  Individual support for physical activities.  Support with personal care.  Additional planning/arrangements for transition.  Specialist equipment e.g. thicker/darker pencils, bigger spaced books |

**Bsquared assessment – Steps of Progression will be used if a child is working 18 months or more behind chronological age (Yr1-6)**

**SENIT DJ will be used in EYFS if a child is working 50% + delayed.**

**In the classroom - Universal (Wave 1):** This is high quality, inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Universal approaches plus Targeted/ small group (Wave 2):** This outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted as a group of pupils with similar needs.

**Universal and Targeted approaches plus Personalised - Wave 3**: Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.