

Provision Map

JERICHO PRIMARY SCHOOL

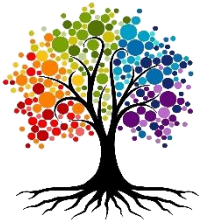


Nurture – Achievement – Adventure – Respect - Creativity
'A smile is always returned'

Year: EYFS	COHORT: 2 x EHCP 8 x SEN/D support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	<p>Enhanced and continuous provision activities QFT across the areas and book focused themes Vocabulary rich environment Daily number recognition and formation sessions Daily grouped RWI sessions Balance of formal and play based activities to suit the developmental stages of all children within the EYFS Language screening for all</p>	<p>Differentiated RWI groups, continual monitoring and assessment used to allow fluidity in groups and continual progression. 1:1 RWI interventions RWI leader to assess and coach staff when delivering 1:1 and group sessions Number formation and recognition 1:1 interventions daily Making sense of autism and autism practice training and implementation</p>	<p>Pediatrics advice Early Years SENCo advice when requested. Educational psychology assessment and input SENCo observation and advice 1x full time TA to monitor chn during provision and provide additional support for all children that may require this. IEP's designed by teachers and actioned by all staff within the EYFS 1:1 Full time in nursery and reception Senco teaching and observation time- recommendations made and input into IEP's</p>
<i>Communication and Interaction</i>	<p>Tapestry for shared talk Use of peer to peer support mixed ability activities Talk partners established and use of 123 routines Circle time PSHE- SCARF for Rec and nursery Daily acts of worship, opportunity to share ideas verbally and develop confidence in social speaking and sharing ideas Continuous and enhanced provision- opportunity to work collaboratively and alongside peers Story time daily</p>	<p>Rotational small group work sessions daily to encourage communication and interaction with adults and peers. Continuous and enhanced provision available- adult intervention to promote developing relationships and modelling opportunity- bespoke to need Provision changed regularly based on audits and matched to the need of the cohort- or individualized Specifically purchased resources- talking tins, matched texts to puppets Making sense of autism and autism practice training and implementation</p>	<p>2x fulltime class support in Reception classes 1x full time TA to monitor chn during provision and provide additional support for all children that may require this in nursery Individualised tracking using the AET framework And assessment tools SENCo led annual reviews of EHCP (6 Monthly)</p>
<i>Emotional, Behavioural and Social</i>	<p>Enhanced and continuous provision- Personal, social and emotional focus'. Consistent routines School and class rules enforced rigidly Positive reward and behaviour system in place Wellbeing committee for whole school Circle time and class acts of worship daily Tapestry observations Informed planning Art of Brilliance teaching and principles</p>	<p>Rotational small group work sessions daily to encourage social development Continuous and enhanced provision available- adult intervention to promote developing relationships and provide social and emotional support. NELI Social group provision- time to talk In school roles- buddies, ninjas, play leaders, team captains, safety officers</p>	<p>Group Bereavement support- Howgill 1x full time TA to monitor chn during provision and provide additional support for all children that may require this. 1:1 fulltime support</p>

Year 1	COHORT: 0 x EHCP 7 x SEND Support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome of QFT Concrete resources / modelling scaffolding approach Mirrored Visual timetables in classes A range of practical resources and writing frames Maths support from STA Visual learning strategies adopted Pre teach strategies 1x weekly 1:1 sessions reading Systematic teaching of RWI RWI grouped and differentiated approach	RWI interventions daily Number stacks sessions daily to close gaps In class Maths TA support in each class Differentiated RWI groups, continual monitoring and assessment used to allow fluidity in groups and continual progression. 1:1 RWI interventions RWI leader to assess and coach staff when delivering 1:1 and group sessions Making sense of autism and autism practice training and implementation	1:2 fulltime in class support Educational psychology assessment and input SENCo observation and advice IEP's designed by teachers and actioned by all staff Assessed against small steps to continually monitor progress SENCo led annual reviews of EHCP
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language Adopting strategies recommended by Speech and language adviser Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Rigidity in routine and expectations	2X 40 mins- Weekly social group sessions- Time to talk-delivering time to talk with BW 1x 1:2 Social speaking games sessions daily with BW ELSA sessions weekly for 10 children	Speech and Language therapist advice and visits- recommendations Input from ASC SATS SENCo led annual reviews of EHCP AET Framework for assessing progress 1:2 full time in class support
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on coloured card system Team point / Golden ticket strategies- positive behaviour reward system Rigid whole school / class rules Class reward systems and whole school Circle Time- time to share/ reflect PSHE- Scarf Art of brilliance principles and teaching Whole school assemblies	Small group Circle Time using the developing friendships resources Calm boxes/ fidgets Now and next individual boards ELSA sessions weekly for 10 children Behaviour plans and reviews In school roles- buddies, ninjas, play leaders, team captains, safety officers	EP and BEWO verbal advice and support Early help meetings and external advice and agency support from family action
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairments and needs of children Writing guides for left handed chn Pencil grips where req. Use of a handwriting scheme for all children daily development Finger exercises daily before writing sessions Small group work sessions with TA or T	Withdrawal area time Fine motor development sessions Additional handwriting practice daily 10 mins Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS Calm boxes	Individual 1:1 support in class when overwhelmed by stimulus Specialist advice and half termly visits from CP-SATS ASC Withdrawal spaces and minimizing sensory input Additional supervised rest breaks and lunch cover

	Guide lines to support children's writing development sizes accordingly. Classroom adaptations and positioning		
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Year 2	COHORT: 3x EHCP 5x SEND support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome of QFT Increased use of visual aids / modelling scaffolding approach Mirrored Visual timetables in classes A range of practical resources and writing frames Maths support from STA daily Visual learning strategies adopted Pre teach strategies used 1x weekly 1:1 sessions reading RWI interventions sessions and streaming RWI grouped and differentiated approach for Y2	RWI interventions daily Number stacks sessions daily to close gaps In class Maths TA support in each class Differentiated RWI groups, continual monitoring and assessment used to allow fluidity in groups and continual progression. 1:1 RWI interventions RWI leader to assess and coach staff when delivering 1:1 and group sessions Making sense of autism and autism practice training and implementation IDL home and school access- regular assessments Daily reading GL Dyslexia screening and reporting Dyscalculia screening	1:1 fulltime in class support in 2 classes Educational psychology assessment and input SENCo observation and advice IEP's designed by teachers and actioned by all staff Assessed against small steps to continually monitor progress SENCo led annual reviews of EHCP
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language Adopting strategies recommended by Speech and language adviser Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Rigidity in routine and expectations	ELSA deliver to 12 children weekly Adapted access to the curriculum Use of iPad for recording Pre teach strategies Good autism practice recommendations and training implemented	1:1 fulltime in class support in 2 classes Educational psychology assessment and input SENCo observation and advice IEP's designed by teachers and actioned by all staff Assessed against small steps to continually monitor progress SENCo led annual reviews of EHCP ASC advice and visits termly
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on coloured card system Team point / Golden ticket strategies- positive behaviour reward system Rigid whole school / class rules Class reward systems and whole school Circle Time- time to share/ reflect PSHE- Scarf Art of brilliance principles and teaching Whole school assemblies	Small group Circle Time using the developing friendships resources Calm boxes/ fidgets Now and next individual boards ELSA sessions weekly for 10 children Behaviour plans and reviews supported by SLT In school roles- buddies, ninjas, play leaders, team captains, safety officers	EP and BEWO verbal advice and support Early help meetings and external advice and agency support from family action Family action drawing and talking therapy Weekly bereavement sessions with AL from time to share
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairments and needs of children Writing guides for left handed chn Pencil grips where req.	Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS advisory Calm boxes Sensory resources and withdrawal areas with adult support	Individual 1:1 support in class when overwhelmed by stimulus Specialist advice and half termly visits from CP-SATS ASC Withdrawal spaces and minimizing sensory input

	<p>Use of a handwriting scheme for all children daily development</p> <p>Finger exercises daily before writing sessions</p> <p>Small group work sessions with TA or T</p> <p>Guide lines to support children's writing development sizes accordingly.</p> <p>Classroom adaptations and positioning</p>		<p>Additional supervised rest breaks and lunch cover</p> <p>SENCo sensory audits for individual children</p> <p>Withdrawal space</p> <p>Rest breaks</p>
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Year 3	COHORT: 2 x EHCP 6 SEND Support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	High challenge curriculum planning, activities, delivery and outcome of QFT Increased use of visual aids / modelling scaffolding approach Mirrored Visual timetables in classes A range of practical resources and writing frames Maths and English support from TA in classes Visual learning strategies adopted Pre teach strategies used Weekly 1:1 sessions reading Systematic teaching of spelling using RWI	Keep up maths- Number stacks Pre-Teach Literacy sessions RWI intervention sessions for those still on the programme IDL home and school access- regular assessments Daily reading session Teacher led 1:6 maths session at y2 level objectives Small steps used to assess small steps in progress SENCo observations and feedback from IEP targets IDL access at home and school GL Dyslexia screening and reporting Dyscalculia screening	No children at wave 3
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language Adopting strategies recommended by Speech and language adviser Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Rigidity in routine and expectations	ELSA support being developed in KS1 and 2 Set up keyworkers- talking activities for daily set up Visuals to support EAL learners	Input from ASC SATS (1/2 termly, 1:1) for 2 children- send support level
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on coloured card system Team point / Golden ticket strategies- positive behaviour reward system Rigid whole school / class rules Class reward systems and whole school Circle Time- time to share/ reflect PSHE- Scarf Art of brilliance principles and teaching Whole school assemblies	Calm boxes Now and next individual boards Circle time and PSHE sessions Weekly ELSA sessions In school roles- buddies, ninjas, play leaders, team captains, safety officers Volcano in my tummy individual sessions	No children at wave 3
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairments and needs of children Writing guides for left handed chn Pencil grips where req. Use of a handwriting scheme for all children daily development Finger exercises daily before writing sessions Small group work sessions with TA or T	Withdrawal area time Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS Calm boxes	No children at wave 3

	Guide lines to support children's writing development sizes accordingly. Classroom adaptations and positioning		
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Year 4	COHORT: 1 x EHCPS 7x support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome of QFT Increased use of visual aids / modelling scaffolding approach Mirrored Visual timetables in classes A range of practical resources and writing frames Maths support from STA Visual learning strategies adopted Pre teach strategies used 1x weekly 1:1 sessions reading Systematic teaching of RWI RWI grouped and differentiated approach	Keep up maths- Number stacks Pre-Teach Literacy sessions RWI intervention sessions for those still on the programme IDL home and school access- regular assessments Daily reading session Teacher led 1:6 maths session at y2 level objectives Small steps used to assess small steps in progress SENCo observations and feedback from IEP targets IDL access at home and school GL Dyslexia screening and reporting Dyscalculia screening	SATS advice for ASC Visits upon request and when available EP advice and review EHCP annual reviews SENCo observation and recommendations Bespoke curriculum design to meet the small steps that individuals are working at currently
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language Adopting strategies recommended by Speech and language adviser Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Rigidity in routine and expectations	ELSA support sessions weekly Carol Grey stories Check in sessions End of day check ins Regular home communication	Carol grey social stories delivery ELSA 1:1 Sessions 1:2 STA support full time for EHCP children Small group work sessions addressing small steps 1:1 writing focus sessions SENCo observation and recommendations
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on coloured card system Team point / Golden ticket strategies- positive behaviour reward system Rigid whole school / class rules Class reward systems and whole school Circle Time- time to share/ reflect PSHE- Scarf Art of brilliance principles and teaching Whole school assemblies	Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT) Social Skills bespoke timetable for one child Calm boxes Now and next individual boards In school roles- buddies, ninjas, play leaders, team captains, safety officers	EP and BEWO verbal advice and support Early help meetings and external advice and agency support from family action SENCo observation and recommendations
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairments and needs of children Writing guides for left handed chn Pencil grips where req. Use of a handwriting scheme for all children daily development Finger exercises daily before writing sessions	Withdrawal area time Additional handwriting practice Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS Calm boxes Personalised visual timetable	Individual 1:2 full time STA support for 2 children Specialist advice and half termly visits from CP- SATS ASC Pediatric advice -Appointments prioritised when necessary, CP and ASC SENCo observation and recommendations Withdrawal space

	Small group work sessions with TA or T Guide lines to support children's writing development sizes accordingly. Classroom adaptations and positioning		Rest breaks
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Year 5	COHORT: 5X EHCP 10x SEN/D support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome of QFT Increased use of visual aids / modelling scaffolding approach Mirrored Visual timetables in classes A range of practical resources and writing frames Maths support from STA Visual learning strategies adopted Pre teach strategies used 1x weekly 1:1 sessions reading Systematic teaching of RWI RWI grouped and differentiated approach	Keep up maths- Number stacks Pre-Teach Literacy sessions RWI intervention sessions for those still on the programme IDL home and school access- regular assessments Daily reading session Teacher led 1:6 maths session at y2 level objectives Small steps used to assess small steps in progress SENCo observations and feedback from IEP targets IDL access at home and school GL Dyslexia screening and reporting Dyscalculia screening	EP Verbal and email advice SATS advisory Clare Raymond to provide support and guidance Additional support in English provided via PEP developing confidence in reading and writing SENCo observation and recommendations
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language Adopting strategies recommended by Speech and language adviser Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Rigidity in routine and expectations	1x 1:2 Social speaking games sessions weekly ELSA sessions Carol Grey social stories	Input from ASC SATS (1/2 termly, 1:1) for 2 children Carol grey social stories delivery ELSA 1:1 Sessions 1:2 STA support full time for EHCP children Small group work sessions addressing small steps SENCo observation and recommendations
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on colored card system Team point / Golden ticket strategies- positive behaviour reward system Rigid whole school / class rules Class reward systems and whole school Circle Time- time to share/ reflect PSHE- Scarf Art of brilliance principles and teaching Whole school assemblies	Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT) Social skills sessions 3x weekly Calm boxes Now and next individual boards In school roles- buddies, ninjas, play leaders, team captains, safety officers Behaviour plans and meetings with parents	EP and BEWO verbal advice and support Home – school record (daily) Feedback meetings to parents- Early help reviews Peer mentoring (as appropriate) SENCo observation and recommendations
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairments and needs of children Writing guides for left handed chn Pencil grips where req. Use of a handwriting scheme for all children daily development Finger exercises daily before writing sessions Small group work sessions with TA or T	Bespoke curriculum adaptations and planning Large print resources and technology used to aid recording for 2 children Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS Calm boxes	SATS advice and SATS HLTA SENCo observation and recommendations Withdrawal space Rest breaks

	Guide lines to support children's writing development sizes accordingly. Classroom adaptations and positioning		
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Year 6	COHORT: 0x EHCP 7x SEN/D support		
Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEN/D Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome of QFT Increased use of visual aids / modelling scaffolding approach Mirrored Visual timetables in classes A range of practical resources and writing frames Maths support from STA Visual learning strategies adopted Pre teach strategies used 1x weekly 1:1 sessions reading Systematic teaching of RWI RWI grouped and differentiated approach	Keep up maths- Number stacks Pre-Teach Literacy sessions RWI intervention sessions for those still on the programme IDL home and school access- regular assessments Daily reading session Teacher led 1:6 maths session at y2 level objectives Small steps used to assess small steps in progress SENCo observations and feedback from IEP targets IDL access at home and school GL Dyslexia screening and reporting Dyscalculia screening Additional 0.4 teacher delivering small steps qft teaching sessions	SATs ASC advice regarding learning styles and appropriate teaching strategies. SENCo observation and recommendations Specific concrete resources for individuals 1:2 x2 full time support assistant
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language Adopting strategies recommended by Speech and language adviser Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Rigidity in routine and expectations	Weekly social group sessions 1x 1:2 Social speaking games sessions daily ELSA support being developed in KS1 and 2	Input from ASC SATS (1/2 termly, 1:1) for 2 children SENCo observation and recommendations 1:2 x2 full time support assistant
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on coloured card system Team point / Golden ticket strategies- positive behaviour reward system Rigid whole school / class rules Class reward systems and whole school Circle Time- time to share/ reflect PSHE- Scarf Art of brilliance principles and teaching Whole school assemblies	Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT) Social Skills group training (2 x weekly, 1:4, TA) Calm boxes Now and next individual boards In school roles- buddies, ninjas, play leaders, team captains, safety officers Behaviour plans and meetings with parents	SENCo observation and recommendations 1:2 x2 full time support assistant in class
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairments and needs of children Writing guides for left handed chn Pencil grips where req. Use of a handwriting scheme for all children daily development Finger exercises daily before writing sessions Small group work sessions with TA or T	Withdrawal area time Additional handwriting practice daily Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS Calm boxes	1:2 x2 full time support assistant in class Wobble cushions and standing desk use Withdrawal space Rest breaks

	Guide lines to support children's writing development sizes accordingly. Classroom adaptations and positioning		
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