



# Whole School Provision Map



**Areas of concern:** Communication and Language, Personal Social Emotional Development, Physical Development, Behaviour Management and Environment

**Type of support:** 1:1 / Small group

**Start date:** Sept 25

**Review date:** Sept 26

Quality First Teaching / SEND Monitoring	SEND Support	EHCP +
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• AfL consistently applied</li> <li>• Appropriate level of marking, feedback and child response.</li> <li>• Pupil self -evaluation through marking against Differentiated Learning Objectives</li> <li>• Year Bands tracked through milestones: WA, WT, E, D, S.</li> <li>• EYFS tracked through Development Matters.</li> <li>• Screening tests e.g. SALT</li> <li>• Checklists used to support possible identification of SEN</li> <li>• All staff understand challenging behaviours may mask underlying SEN, particularly Speech Language Communication Needs. Observational assessments</li> <li>• ECAT screen (Every Child a talker) EYFS</li> <li>• Language screen Y1-5 where appropriate</li> <li>• School organise hearing or eye sight test</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets on Support plan</li> <li>• Observational assessments (TAs)</li> <li>• Additional standardised reading and spelling assessments</li> <li>• SATs access arrangements</li> <li>• Specialist Assessment from GP/Community Paediatrician</li> <li>• Boxall profile</li> <li>• Bands and Steps</li> <li>• Specific diagnostic testing Reading/writing/maths</li> <li>• Pastoral support referrals.</li> <li>• AIS intervention panel</li> <li>• Early Help Assessment</li> <li>• Dyslexia screen</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets on Support Plan</li> <li>• Spotlight Assessment</li> <li>• Educational Psychologist report</li> <li>• Elmtree Outreach</li> <li>• Dyslexia assessment.</li> <li>• Statement details</li> <li>• Education Health Care Plan details</li> <li>• CAHMS guidance/report</li> <li>• Golden Hill Outreach</li> <li>• ADHD Referrals.</li> </ul>
<b>Resources: Staffing and Equipment</b>		

<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Sign/ symbols support language</li> <li>• Support Staff allocated for a clearly targeted purpose</li> <li>• ICT hardware and software supports pupils development of independence</li> </ul>	<ul style="list-style-type: none"> <li>• Range of targeted pupil groupings as directed, planned for and monitored by CT</li> <li>• CPD programme for staff related to pupil need.</li> <li>• Training for all staff to understand challenging behaviours (Attachment School)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional specific interventions identified by 'Support Agreement'.</li> <li>• Range of targeted pupil groupings as directed, planned for and monitored by CT</li> </ul>
<ul style="list-style-type: none"> <li>• Laptops</li> <li>• Learn pads/iPads</li> <li>• Talking tins</li> <li>• Privacy boards</li> <li>• Phonic charts</li> <li>• Software to practise key skills</li> <li>• Maths equipment to aide counting and calculation accessible to KS1 and KS 2</li> <li>• High interest/low reading age books</li> <li>• Learning prompts are accessible and visible from all areas of the classroom/ outdoors</li> <li>• Literacy aids and augmentation visible and accessible from all areas of the classroom</li> <li>• Communication Friendly classrooms and learning spaces indoor and out</li> </ul>	<ul style="list-style-type: none"> <li>• Regular, planned liaison between support staff and CTs re: targeted provision: home link book, regular updates with Family Link Workers</li> <li>• Use of specific equipment /resources for child's particular needs, in line accessibility plan</li> <li>• Lunchtime nurture support</li> <li>• Coloured screens for individual pupils depending on dyslexia screen, coloured exercise books, IW screen</li> </ul>	<ul style="list-style-type: none"> <li>• Additional CPD programme for staff related to pupil need.</li> <li>• Training for all staff to understand challenging behaviours (Attachment School)</li> <li>• Regular, planned liaison between support staff and Class Teachers re: targeted provision, additional time with external specialists e.g.: physiotherapist/occupational health etc.</li> <li>• Use of specific equipment /resources for child's particular needs, in line accessibility plan</li> <li>• Lunchtime nurture support</li> </ul>

**Teaching and Learning**

<ul style="list-style-type: none"> <li>• High expectations</li> <li>• Plans address range of differentiation</li> <li>• Clear and specific learning objectives (WALT)</li> <li>• LO matches level of ability and need</li> <li>• T gives equal teaching time / attention to all pupils</li> <li>• Pace and pitch meets needs of pupils</li> <li>• Lessons respond to pupils' interests</li> <li>• Multi-sensory approaches are evident</li> <li>• Pupils hear story read 5 times per week beyond literacy lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Sign supported curriculum</li> <li>• Pre-teaching facilitated by TA</li> <li>• Over-learning facilitated by TA</li> <li>• Strategies to support pupils with high incidence needs are utilised.</li> <li>• Highly differentiated schemes of work e.g. based on p level guidance Quality PAP's tailored to child's needs, referred to when planning.</li> <li>• Targets clearly outline discrete learning goals for individual pupils.</li> <li>• Implementing advice from specialist agencies in every day teaching</li> <li>• Teaching promotes generalisation of new skills learnt in intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Support Agreement outlines and details specific support for individual pupils</li> <li>• Provision and planning for pupils supported by external expertise: for example Outreach EHC requirements translates into daily provision.</li> <li>• Whole school/class activities and learning sequences adapted to enable all pupils to access.</li> </ul>
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## Targeted Provisions: Interventions (inc. duration and frequency)

<ul style="list-style-type: none"> <li>• General Support</li> <li>• TAs trained, to deliver Catch Up Programmes</li> <li>• Catch Up programmes are monitored and supported by class teachers and subject leaders</li> <li>• All in addition to daily literacy/maths lesson</li> <li>• Focussed feedback sessions from marking to address misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific/ targeted provision/interventions in small groups (see below):</li> <li>• 1:1 teaching</li> <li>• Combination of 1:1, paired or small group as appropriate.</li> <li>• Monitoring of intervention programmes to ensure QFT delivered in all programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Specific interventions some with through 1:1 support see below</li> <li>• Support agreement identifies hours for Nurture support for specific tasks</li> </ul>		
<ul style="list-style-type: none"> <li>• Additional feedback from marking with support for structured response</li> </ul>	<ul style="list-style-type: none"> <li>• SEN children taught by all members of staff including CT through-out the week.</li> </ul>			
Cognition and Learning	EYFS / KS1	KS2	EYFS / KS1	KS2
<ul style="list-style-type: none"> <li>• Additional reading sessions – staff and volunteers</li> <li>• Additional Phonic support sessions Additional story times</li> <li>• Additional songs, rhymes, memory games &amp; sequencing games</li> <li>• Additional games to support visual discrimination</li> </ul> <p>Phonics &amp; Spelling</p> <ul style="list-style-type: none"> <li>• Additional Little Wandle sessions</li> <li>• Individual spellings identified in marking feedback</li> <li>• Individual spelling lists in books</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Booster Groups to facilitate pre-teaching</li> <li>• Speaking post cards to recall structured sentences.</li> <li>• Writing conference to understand processes</li> <li>• Talk for writing process with focus on memorising texts Following child's interests to access and inspire writing processes</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>• Structured daily Number bonds practice Structured daily times tables practice</li> <li>• Additional Reasoning and problem solving activities though games</li> <li>• Group work on Pivats targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Precision Reading – 5 x 10 mins weekly</li> <li>• High Frequency Reading Words 5 x 10 min sessions a week</li> <li>• Additional comprehension support 2 x10 mins session per week</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>• Supported Phonic sessions daily</li> <li>• Practice reading 1:1 support (reading volunteers) 2/3 x week</li> <li>• Additional Letters and Sounds sessions (KS1) to pre- teach and over teach concepts 3x30mins per week</li> <li>• Additional Phonic sessions daily</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Handwriting daily (FS) daily practice</li> <li>• Additional Handwriting twice a week KS1</li> <li>• Mentored writing sessions to retain encoding whilst composing</li> </ul> <p>Maths</p>	<ul style="list-style-type: none"> <li>• Precision Reading – 5 x 10 mins weekly</li> <li>• High Frequency Reading Words 5 x 10 min sessions a week Additional comprehension support 2 x10 mins session per week</li> <li>• Phonics</li> <li>• Supported Phonic sessions daily</li> <li>• Practice reading 1:1 support (reading volunteers) 2/3 x week</li> <li>• Additional Rapid Phonics sessions to over teach and set up pre teaching 3x20 mins per week Additional Phonic sessions daily</li> </ul> <p>SPELLING INTERVENTIONS</p> <ul style="list-style-type: none"> <li>• Spelling programme catch up additional 20 mins daily each week</li> <li>• Daily Handwriting interventions</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• 1:3 Tuition groups in additional time 1 hr twice a week</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>• Booster groups to facilitate pre-teaching</li> </ul>	<p>1:1 over teaching to include</p> <p>comprehension</p> <p>Additional support for phase 1 phonics including physical assessment to explore barriers (FS) Daily additional 20 minute sessions. include comprehension Phonics Precision teaching for phonics</p> <p>Writing</p> <p>Additional writing sessions following children's interests and reasons for writing Maths</p> <p>1:1 Maths mentoring to support , reasoning and</p>	<p>1:1 over teaching to include</p> <p>comprehension</p> <p>SPELLING INTERVENTIONS</p> <ul style="list-style-type: none"> <li>• Spelling programme catch up additional 20 mins daily each week</li> </ul> <p>Writing</p> <p>Daily Handwriting interventions</p> <p>Maths</p> <p>Precision teaching for Mathematics. 1: 3 tuition</p>

	<ul style="list-style-type: none"> <li>• FFT Maths support</li> <li>• 1:4</li> <li>• Additional Number bond practice 10 mins daily</li> <li>• Booster groups to facilitate pre-teaching</li> </ul>		problem solving.	
<p><b>Communication and Interaction</b>  Speech / language groups led by support staff  Effective Talk partners and talk strategies embedded in all lessons  Language development and acquisition  Dramatic literacy to support language development  Key vocabulary directly taught in all lessons</p>	Talk Boost taught in all classes and as interventions .	Talk Boost taught in all classes and as interventions..	Specific speech interventions as prescribed by Speech and Language Therapist	Specific speech interventions as prescribed by Speech and Language Therapist
<p><b>Emotional, Social and Mental Health needs</b></p> <ul style="list-style-type: none"> <li>• Personal, Social, and Health Education Curriculum (KS1 &amp;2), Personal, Social and Emotional Development (EYFS) Curriculum</li> <li>• Social, and emotional aspects of learning programme across school</li> <li>• Attachment aware environment School behaviour for learning policy is adhered to by all staff Pupils are clear as to the school values which support cooperation, responsibility, respect, perseverance, honesty and tolerance</li> <li>• Parents are clear as to expectations of punctuality and attendance.</li> <li>• Positive emotional environment is engendered through: Displays, Discrete lessons, Adult role models</li> <li>• Consistent use of rewards and sanctions</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of pupil's behaviour for learning is included within every review e.g. self-esteem, confidence.</li> <li>• Inclusion on nurture panel to track needs and impact of additional provision</li> <li>• Managing emotional response Social skills and communication groups as above Behaviour curriculum sessions.</li> <li>• Feeling safe and Keeping safe Attachment aware base zones for individual children as needed.</li> <li>• Positive handling plans and risk assessments in place for individuals as needed Team teach strategies employed for positive handling.</li> </ul>		<ul style="list-style-type: none"> <li>• Delivery of parallel curriculum bespoke to pupil's interests and tightly planned to meet needs both emotional and academic.</li> <li>• Daily 2 1/2 hrs) support</li> <li>• Links with Elmtree School as needed through Outreach and partnership work to support dual registration.</li> <li>• Additional Counselling  Additional Play therapy  Additional Bereavement counselling</li> <li>• Support and guidance from CAMHS (Child and Adolescent Mental Health Service) Support from Educational Psychologist</li> <li>• Anger Management training. Social skills training. Access to support for social, interaction and communication</li> </ul>	

		difficulties.
<p><b>Sensory and Physical</b>          Specific activities to support and develop FMS. EYFS &amp; KS1) Additional handwriting practice          Outdoor learning challenges to build core strength, co- ordination and dexterity daily EYFS, blocks of 5 weeks Additional Outdoor learning sessions to build Structured PE lessons1 hr weekly</p> <p>Swimming sessions (KS2)</p>	Dough Disco and scribble whilst you wiggle interventions.	Additional specialist equipment, secured as per accessibility Plan and SEND Policy Weighted blanket

**Parent Partnerships**

<ul style="list-style-type: none"> <li>• Key Working is a principle that all staff adhere to when working with parents.</li> <li>• Appointments made at mutually convenient times</li> <li>• Start of year meeting outlines expectations and routines Parents kept informed of attainment / progress at termly parents' evening</li> <li>• Actively encouraged to participate in child's learning in school</li> <li>• Interests, views and concerns of parents sought and listened to</li> <li>• Guidance provided for parents in how to support child's learning</li> <li>• Family Learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Development of child profile to inform provision</li> <li>• Termly parent/carer meeting to share progress and next steps (X time)</li> <li>• Home/ school liaison tool where needed</li> <li>• Use of Structured Conversations with parents to focus targets and understand needs better</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced contact with parents to ensure communication around child's needs are met.</li> <li>• Support and guidance from ADHD solutions</li> <li>• Support and guidance from Autism self-help support groups</li> <li>• Support and guidance from third sector support groups with expertise in child's specific need</li> </ul>
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**Pupil Voice**

<ul style="list-style-type: none"> <li>• Pupils involved in identifying next steps in learning</li> <li>• Pupils know their own in class targets</li> <li>• Pupils are aware of 'differences' and these are normalised</li> <li>• Circle of Friends / Buddying</li> <li>• Fair representation of vulnerable groups on school council Evidence of impact of school development work sought from representation of pupils from vulnerable groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Child Profiles used to highlight child's voice</li> <li>• Pupils contribute to termly review and annual reviews.</li> <li>• Support to aid contribution include student developed proformas, use of ICT, buddy support... Child Friendly PAP's.</li> </ul>
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**Learning Environment**

<ul style="list-style-type: none"> <li>• Working walls actively reflect on going work, are interactive and support daily learning</li> <li>• Resources use a range of media to engage and excite learning</li> <li>• Resources accessible to pupils</li> <li>• Environment is 'dyslexia friendly'</li> <li>• Environment is attachment aware</li> <li>• School / Classroom environment is 'Communication friendly'</li> <li>• Learning environment is flexibly used to suit/meet needs Accessibility Plan in place and actioned</li> <li>• Space is provided for medical interventions.</li> <li>• Medical Policy in place to support pupils with medical need</li> </ul>	<ul style="list-style-type: none"> <li>• Regular audit of good practice in flexible learning environments carried out by GB / SENCo (SpLD friendly schools guidance)</li> <li>• Lap top/Learn pads to aid recording</li> <li>• Accessibility to scale of print in room, including teacher writing on board</li> <li>• Use of writing slopes, colour screens and coloured pen and pencils to support pupils with dyslexic tendencies.</li> <li>• Risk assessments made for individuals to access full advantage of learning environment Activities adjusted accordingly to give inclusion to activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Augmentation of learning environment in order to meet specific requirements of support agreements</li> <li>• Accessibility adjusted to enable full access to environment</li> </ul>
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## External Support

- Guidance and support is available and utilised by teachers to support and deepen their understanding of pupils' need to encourage early identification and intervention.

- School seeks further advice from external specialist agencies in a timely fashion (as above and specified)  
School Nurse Community Paediatrician
- School works in direct partnership with external support to ensure pupil attends mainstream provision.

- School seeks advice from external specialist agencies in a timely fashion: -  
Educational Psychologist –  
Behavioural Outreach -  
Learning Support Services -  
Health (School nurse first instance) - Social Services  
- Speech and Language Therapist -All staff undertake regular CPD around high incidence needs and apply to everyday teaching, including Positive handling
- Autism Outreach
- Education Psychologists
- Kingsbury Primary School
- Elmtree Primary School
- Referrals to Skelmersdale Family and Wellbeing Services