

## SWF PROVISION MAP

The information below outlines the practice and range of support and interventions generally offered across the Federation, or in certain cases specific to each school, in the four areas of need described below. Interventions are always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly. Each class teacher produces a termly Provision Map which describes which children receive interventions, together with the targets for the intervention. The interventions are evaluated at the end of each term and discussed at Pupil Progress Meetings. Teachers report to parents /carers at parent evenings.

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the Code of Practice 2014.

If your child requires support in addition to the Quality First Teaching Approaches they may receive the support listed under AEN /SEN Interventions:

## Cognition and Learning

### Quality First Teaching Approaches

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond using purple pen
- Lead Learners
- Learning walls to support key learning points
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc

- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do: ‘Assessment for Learning’ principles in place
- Personalised and differentiated teaching, including questioning
- Accelerated Reading
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables
- Illustrated dictionaries
- Use of writing frames
- Class Teaching Assistant (TA)
- Use of symbols and photos to support understanding
- Structured school and class routines
- Reading volunteers
- Early Literacy Skills

#### **AEN /SEN interventions**

- Precision Teaching
- Phonics (group or 1:1)
- Writing intervention
- Numicon, Inspire Maths and concrete maths activities
- Maths Catch Up Groups
- Additional Maths Support (1:1, 1:2 or small group)
- Support for word building and high frequency word recognition
- In class support from TA
- Spelling practice groups and TRACKS spelling flashcards
- Additional individual reading
- Memory skills training
- Computer programmes: 1:1 and small group Bug Club, My Maths, Manga High, Kidspiration
- Touch typing
- Fizzy
- Clever Fingers

# Communication and Interaction

## QFT Approach

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids / modelling etc
- Visual timetables
- Use of symbols
- Structured school and class routines
- Talk Blast
- Talk Boost

## AEN /SEN interventions

- In class support with focus on supporting speech and language
- Signalong sign language
- ICT – Clicker 6 (As appropriate)
- Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
- Now and Next Boards
- Timers
- ICT – Communicate in Print for creating symbols
- Social Stories

# Social, Emotional and Mental Health Difficulties

## QFT Approach

- Whole school behaviour policy
- Home / school contact book
- Access to Well-Being Team (WB Manager /FLO, Pastoral Support Workers, SENCOs, Family Support Worker
- Resorative Approaches
- Playground buddies
- Circle time opportunities
- Recognition / Reward Systems

- Assemblies: Achievement Leaf and Merit Assembly once a week
- Celebration Assemblies

#### **AEN /SEN Interventions**

- Small group Circle Time
- Social Skills groups
- Individual reward system
- Home – school record (daily)
- Peer mentoring (as appropriate)
- Project Salus
- Play Therapy
- Drawing & Talking intervention
- Individual counselling
- Child Adult Mental Health Service referrals
- Year 6 transition support

## Sensory and/or Physical Needs

#### **QFT Approach**

- Flexible teaching arrangements
- Staff aware of barriers to learning and strategies to overcome them
- Pencil grips

#### **AEN /SEN interventions**

- Fine Motor Skills group
- Gross Motor Skills group
- Writing slopes
- Additional handwriting practice
- Physiotherapy & Occupational Therapy via specialist advice
- Specialist equipment as and when recommended
- Individual support in class during PE and lunch time
- Reasonable adjustments to environment to support access