



**Provision Map 2019-2020**

The information within our provision map details the actions and interventions that we undertake to support learners with SEND across the year groups. This is a working document and so it is reviewed regularly to meet the needs of our learners.

Children may require additional support for many different reasons, they may have poor attendance, or may not have experienced continuity or opportunities for learning due to attending a variety of different schools. Children may have English as an additional language and require extra support to grasp their new language in order to progress within the curriculum. Our learners may have a range of social and emotional needs which mean they are distracted from learning.

Not all vulnerable learners have a special educational need, only children with a learning difficulty that requires special provision are identified as having SEND. However, all learners at Wensum Junior School have access to a broad and balanced curriculum with no ceiling to learning opportunities. Intervention is in place for any learner who needs support to achieve their potential.

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| **Area of need** | **Wave one** | **Wave two** | **Wave three** |
| Cognition and learning | Differentiated REAL curriculum planning, activities, delivery and outcome  Opportunities for success outside the classroom, gardening, forest schools, Computing, Circus Skills, Sewing and Construction (Goblin Car)  Visual aids/modelling  Visual timetables  Access to computer and ipad  In class support from a TA/teacher  Focussed group work with teacher/TA guided reading/writing  Individual reading, peer reading and reading with our volunteers  Mathematics manipulatives (Numicon/Base Ten etc) | In class support from Teacher  Phonics (RWI) groups  In class support from TA  Individual reading with TA/volunteer daily  Numicon  Lexia  Access to Clicker 7  Overlays | Precision teaching  Additional individual reading  Extra phonics sessions Read, Write, Inc (RWI)  Sound Discovery Intervention  Rapid Phonics  School 2 school support from special school staff  Support from Education Psychology and Specialist Support (EPSS)  Clicker 7  Work in Maple class (8 children) – Alternative Provision  A.R.R.O.W |
| Social Emotional and Mental Health | Whole school behaviour/ relationship policy  Whole school values  Recognition boards  Celebration assembly  Class reward and sanction choices  Notes home  Phone calls home  Hot Chocolate Friday  REAL curriculum provides opportunities for success – gardening, forest school etc  School chickens and guinea pigs  Roles and responsibilities  Extracurricular activities  After school club and breakfast club open to all.  Colour monster and bag of worries  THRIVE approach – we are currently developing our Thrive Hub  School dog – pet therapy  Outdoor learning and homesteading within our REAL curriculum | Support with Pastoral support worker and behaviour support assistant  Thrive profiling and intervention  Lunchtime activities with MSA’s  Positive inclusion plan  Individual reward systems  Thrive Approach – whole class  Nurtured Heart Parenting Programme | Work in Maple class (8 children) – Alternative Provision  Thrive approach 1:1  Support from the Unthank Centre  Referral to point one  Home-school communication book/good news books  Individual reward system  Thrive intervention  Access to Pastoral Support Worker  Family Support Process  Nelson’s Journey referral  Support from Education Psychology and Specialist Support (EPSS)  Referral to Gro Wild (NOA)  Time for You – Benjamin Foundation. Weekly 1:1 provision |
| Communication and Interaction | Differentiated curriculum planning, activities, delivery and outcome.  Simplified language  Visual aids/modelling and timetables  Use of symbols and sign language  Structured school and class routines  Support from East Coast Community Health (ECCH)  All staff professional development – Teaching and Learning Communities.   * Thrive * Pivotal behaviour * Oracy   Outdoor learning and homesteading within our REAL curriculum | In class support from teacher/TA working with advice from ECCH  Access to technology for interpretation  Clicker 7 – read back  Sign a long  Visuals - PECS | Speech and language support from speech and language practitioner  Input and advice from East Coast Community Health (ECCH) and Communication Matters  Access Through Technology (ATT)  ICT including ipad apps  Referral to SRB  Sign a long |
| Sensory and Physical | Flexible approach to classroom management  Staff training and awareness of impairment  Medical support  Outdoor education/Forest School  Focussed motor skills activities and fine motor skills activities  Use of pencil grips  Overlays | Overlays  Ear defenders  Fidget toys/chew toys  Sensory pass to the sensory hub  Thrive intervention  Play therapy  Sensory checklist  Finger Gym | Occupational Therapy (OT) support  Advice and support from Virtual Sensory Support (VSS)  Write from the Start – The Teodorescu Perceptuo-Motor Programme  Medical support – school nursing team  Personal support |