



### **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.

<b>Area of need</b>	<b>Wave one</b>	<b>Wave two</b>	<b>Wave three</b>
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	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 8

	<p>Focussed group work with teacher/TA guided reading/writing</p> <p>Individual reading, peer reading and reading with our volunteers</p> <p>Mathematics manipulatives (Numicon/Base Ten etc)</p>	<p>Nessy – Dyslexia support</p> <p>E-Reader pens</p>	<p>Work in Pokemon class (8 children) – Alternative Provision</p> <p>A.R.R.O.W</p> <p>Referrals to specialist services such as Dyslexia Outreach.</p>
Social Emotional and Mental Health	<p>Whole school behaviour/relationship policy</p> <p>Whole school values</p> <p>Recognition boards</p> <p>Celebration assembly</p> <p>Class reward and sanction choices</p> <p>Notes home</p> <p>Phone calls home</p> <p>Hot Chocolate Friday</p> <p>REAL curriculum provides opportunities for success – gardening, forest school etc</p> <p>School chickens and guinea pigs</p> <p>Roles and responsibilities</p> <p>Extracurricular activities</p> <p>After school club and breakfast club open to all.</p> <p>Colour monster and bag of worries</p> <p>THRIVE approach – we are currently developing our Thrive Hub</p> <p>School dog – pet therapy</p>	<p>Support with Pastoral support worker and behaviour support assistant</p> <p>Thrive profiling and intervention</p> <p>Lunchtime activities with MSA's</p> <p>Positive inclusion plan</p> <p>Individual reward systems</p> <p>Thrive Approach – whole class</p> <p>Nurtured Heart Parenting Programme</p>	<p>Work in Pokemon class (8 children) – Alternative Provision</p> <p>Thrive approach 1:1</p> <p>Referral to point one</p> <p>Home-school communication book/good news books</p> <p>Individual reward system</p> <p>Thrive intervention</p> <p>Access to Pastoral Support Worker</p> <p>Family Support Process</p> <p>Nelson's Journey referral</p>

	Outdoor learning and homesteading within our REAL curriculum		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	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Simplified language</p> <p>Visual aids/modelling and timetables</p> <p>Use of symbols and sign language</p> <p>Structured school and class routines</p> <p>Support from East Coast Community Health (ECCH)</p> <p>All staff professional development – Teaching and Learning Communities.</p> <ul style="list-style-type: none"> <li>- Thrive</li> <li>- Pivotal behaviour</li> <li>- Oracy</li> </ul>	<p>In class support from teacher/TA working with advice from ECCH</p> <p>Access to technology for interpretation</p> <p>Clicker 7 – read back</p> <p>Sign a long</p> <p>Visuals – PECS</p> <p>Elklan Language Builders resources</p>	<p>Speech and language support from speech and language practitioner</p> <p>Input and advice from East Coast Community Health (ECCH) and Communication Matters</p> <p>Access Through Technology (ATT)</p> <p>ICT including ipad apps</p> <p>Referral to SRB</p> <p>Sign a long</p>

	<p>Outdoor learning and homesteading within our REAL curriculum</p> <p>Whole school staff training – Language Friendly Classrooms (November 2020)</p>		
Sensory and Physical	<p>Flexible approach to classroom management</p> <p>Staff training and awareness of impairment</p> <p>Medical support</p> <p>Outdoor education/Forest School</p> <p>Focussed motor skills activities and fine motor skills activities</p> <p>Use of pencil grips</p> <p>Overlays</p>	<p>Overlays</p> <p>Ear defenders</p> <p>Fidget toys/chew toys</p> <p>Sensory pass to the sensory hub</p> <p>Thrive intervention</p> <p>Play therapy</p> <p>Sensory checklist</p> <p>Finger Gym</p>	<p>Occupational Therapy (OT) support</p> <p>Advice and support from Virtual Sensory Support (VSS)</p> <p>Write from the Start – The Teodorescu Perceptuo-Motor Programme</p> <p>Medical support – school nursing team</p> <p>Personal support</p>