




## Provision Map

**2020- 2021**

Every learner identified as having SEND is entitled to support that is additional to, or different from, a normal differentiated curriculum. The type of support is dependent on the individual learning needs of a child. It is intended to enable access to learning and to overcome the identified barrier to learning. This provision map indicates the interventions and activities that we carry out at Wensum Junior School to support learners with SEND throughout our school. We change and modify the provision map regularly, as our learners and their needs change.

At Wensum Junior School we are committed to ensuring that all learners have access to learning opportunities. For those children who are at risk of not learning and making progress, we will intervene. However, not all vulnerable learners have SEND. Only children with a learning difficulty that requires special educational provision will be identified as having SEND.

Area of Need	Quality First Teaching  (The effective inclusion of all children in high quality lessons.)	Small group intervention	SEN support
<p><b>Cognition and Learning</b></p> 	<ul style="list-style-type: none"> <li>• Providing a differentiated curriculum, a range of resources, activities, delivery and outcome.</li> <li>• Increase visual aids/modelling</li> <li>• Visual timetables</li> <li>• Scaffolding</li> <li>• Access to computers and iPads</li> <li>• In class support from a Teaching Assistant/Teacher</li> <li>• Focussed group work with Teacher/TA e.g. guided reading/writing.</li> <li>• Outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Discovery</li> <li>• Clicker 8</li> <li>• Small group planned mathematics sessions using Numicon and other manipulatives, using NAPS targets/steps to ensure progression</li> <li>• Pre-Teaching</li> <li>• Lexia</li> <li>• Nessy</li> <li>• Individual reading</li> <li>• E-reader pens</li> </ul>	<ul style="list-style-type: none"> <li>• Additional individual reading</li> <li>• Precision teaching</li> <li>• Extra individual phonics sessions.</li> <li>• Clicker 8</li> <li>• Individual strategies in place following an assessment and a report of recommendations from School Learning Support Team implemented through a Learning Plan</li> <li>• School 2 school support from special school staff</li> </ul>

## 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.
- Whole school staff training – Language Friendly Classrooms (November 2020)
- Small group work in the Pokémon Class.
- In class support from teacher/TA working with advice from ECCH
- Access to technology for interpretation Clicker 8 – read back
- Sign a long Visuals – PECS Elkan Language Builders resources and Widgit software
- Speech and Language support with SALT (Speech and Language Therapist)
- Specific activities, recommended by the Speech Therapist, delivered by Teachers and TAs
- Speech and language support from speech and language practitioner Input and advice from East Coast Community Health (ECCH)
- Referral to SRB
- Sign a long

## Social, Emotional and Mental Health



- Whole school behaviour/ relationship policy
- Whole school values
- Recognition boards
- Celebration assembly
- Class reward /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.

- Group THRIVE
- Relationship policy
- Whole school values
- Support with Pastoral support worker and behaviour support assistant
- Thrive profiling and intervention
- Lunchtime activities with MSA's
- Positive inclusion plans Individual reward systems
- Thrive Approach – whole class
- Nurtured Heart Parenting Programme

- Individual reward system
- Individual THRIVE sessions
- Social stories
- Inclusion plans
- Individual activities/strategies recommended by Educational Psychologists.
- Work in Pokémon class (8 children) –
- Alternative Provision
- Thrive approach 1:1
- Referral to point one
- Home-school communication book/good news books
- Access to Pastoral Support Worker Family Support Process
- Benjamin Foundation – 'Time for You' support.

## Sensory and Physical



- Flexible teaching arrangements e.g. seating positions
- “Pick and Flick” for pencil grip.
- Handwriting practise in phonics.
- Access to specialist equipment if needed e.g. sloping boards, pencil grips, scissors.
- 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 and other writing aids.

- Small group work to encourage larger movements to smaller movements both inside and outside.
- Write from the Start
- Ear defenders
- Fidget toys/chew toys
- Thrive intervention
- Play therapy
- Sensory checklist
- Finger Gym

- Individual targets for gross and fine motor skills directed by an Occupational Therapist
- 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