

**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 outcomeOpportunities 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 volunteersMathematics manipulatives (Numicon/Base Ten etc) | In class support from TeacherPhonics (RWI) groups In class support from TA Individual reading with TA/volunteer dailyNumiconLexiaAccess to Clicker 7Overlays  | Precision teaching  Additional individual reading Extra phonics sessions Read, Write, Inc (RWI) Sound Discovery InterventionRapid PhonicsSchool 2 school support from special school staff Support from Education Psychology and Specialist Support (EPSS)Clicker 7Work in Maple class (8 children) – Alternative ProvisionA.R.R.O.W |
| Social Emotional and Mental Health | Whole school behaviour/ relationship policy Whole school valuesRecognition boardsCelebration assemblyClass reward and sanction choicesNotes homePhone calls homeHot Chocolate FridayREAL curriculum provides opportunities for success – gardening, forest school etcSchool chickens and guinea pigsRoles and responsibilitiesExtracurricular activitiesAfter school club and breakfast club open to all.Colour monster and bag of worriesTHRIVE approach – we are currently developing our Thrive HubSchool dog – pet therapyOutdoor learning and homesteading within our REAL curriculum | Support with Pastoral support worker and behaviour support assistantThrive profiling and interventionLunchtime activities with MSA’sPositive inclusion planIndividual reward systemsThrive Approach – whole classNurtured Heart Parenting Programme | Work in Maple class (8 children) – Alternative ProvisionThrive approach 1:1Support from the Unthank CentreReferral to point oneHome-school communication book/good news booksIndividual reward systemThrive interventionAccess to Pastoral Support WorkerFamily Support ProcessNelson’s Journey referralSupport 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 ECCHAccess to technology for interpretationClicker 7 – read back Sign a longVisuals - PECS | Speech and language support from speech and language practitioner Input and advice from East Coast Community Health (ECCH) and Communication MattersAccess Through Technology (ATT) ICT including ipad appsReferral to SRB Sign a long |
| Sensory and Physical | Flexible approach to classroom management Staff training and awareness of impairment Medical support Outdoor education/Forest SchoolFocussed motor skills activities and fine motor skills activities Use of pencil grips Overlays | OverlaysEar defendersFidget toys/chew toysSensory pass to the sensory hubThrive interventionPlay therapySensory checklistFinger 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 teamPersonal support |