



Dormansland Primary School Provision Map

Wave 1 High quality teaching for all pupils	Wave 2 Catch up	Wave 3 SEN support
	Physical, Medical and Sensory	
Flexible teaching arrangements within classroom Note to teacher/TA from parents/outside agencies regarding difficulties Care Plan- specific to child Availability of resources Whole school INSET Use of staff meeting to regularly update staff	Minor modifications to buildings eg ramp External Agency involvement – Sensory Support Simple classroom modifications eg lighting, colour of pen on whiteboard External Agency involvement – Sensory Support Break tasks down into small, manageable steps Provide additional opportunities to practice skills and concepts, opportunity for overlearning topics	Individual support in PE and class Speech therapy programme Gross motor skills programme Fine motor skills programme Occupational therapy programme and resources Opportunity to attend Nuture Provision at lunch times ELSA support in class
Cognition and Learning		
Differentiated curriculum planning and work and delivery Visual aids, modelling, demonstrations Differentiated outcome, Collaborative group / paired work Parent evenings – monitor individual progress/targets Half termly assessments Regular SEND updates and strategies for all teachers Whole school INSET on assessment for learning and regular updates on teaching techniques (including TAs) Mathletics and Espresso to support learning at home Clearly directed TA support for the whole class according to need Bullet point instructions and chunk activities so they appear manageable and achievable for children Interactive white boards	Tasks modified to take account of literacy or recording difficulties , by class teacher, small group work,HLTA, TA, in class support, focussed strategies for particular classes or children Provision of differentiated materials in one or more curriculum areas Opportunities for reinforcement and consolidation Intervention sessions in small groups/1:1 for basic literacy and numeracy (classroom or withdrawal)Early Literacy Support, Spring Board Maths, SNAP maths,Success@arithmetic, Acceread/write, Numicon, Individual reading, Activities to develop phonological skills e.g. rhyming, alliteration, analogy, syllabification, word games and puzzles Multi-sensory reinforcement of learning to further develop phonological skills, Visual, Auditory, Kinesthetic Specialist Teacher support if appropriate Outside agencies ASC, Speech &Language, Learning and Language Support	Intensive support in one or more curriculum areas -Teaching Assistant in class group work -One to one for literacy or numeracy- Hornet, Toe by Toe, Fischer Family Trust reading, -One to one support from TA alliteration, analogy, onset and rime, syllabification Individually prepared materials in one or more curriculum areas Advice and/or support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with the school (External agencies) Ed Psych, CAMHS, Occupational Therapy , Counselling Learning and Language Support Team ICT to support presentation and reinforce learning keyboard skills, recording equipment
Communication and Interaction		
Structured school and classroom routines – Rules and expectations of the classroom Differentiated curriculum delivery e.g. simplified language or minimal use of language and outcomes Bullet point instructions/ chunk activities/task boards House points and certificates/postcards home/class rewards Assemblies reinforcing school ethos and modelling appropriate behaviour PSHCE and Mindfulness programmes focusing on communication and interaction School Council , School Newsletter, After school clubs ,	Activities planned to take account of the children's speech and language difficulties Modelling appropriate language/responses, Children seated with good role models, to aid and improve language. Games to improve language skills,Social skills/friendship and nuture group at lunch time Effective use of extra adults/ELSA in the classroom, Children with sensory perceptual differences seated in the best available defined area Use of strategies to manage challenging and unsociable behaviour	Advice from outside agencies -Speech and Language , Educational Psychologist, ASC Outreach,CAMHS Social Skills Group, nuture group SALT programmes 1:1 SNA sessions Social story activities to help develop reflection skills 1:1 support where needed in other areas of the curriculum, Safe environment provided for vulnerable children. Use of visual cues to support meaning, Traffic Lights, Social Stories, Comic Strips.
Emotional, Social and Behavioural		
Whole school policy for behaviour management -Stay on Green Whole school/class reward systems promoting learning behaviour House system Whole school/Classroom rules and expectations Assemblies cover Spiritual, Moral, Social and Cultural aspects PSHCE lessons focusing on social skills In class TA targeted support	Extra focus on personal and social education through learning mentor Traveller support home visits to facilitate home/school liaison ELSA support-social skills situations and strategies for conflict Nuture group to support vulnerable children Transition planning Behaviour support plan	Behaviour support team – individual intervention with subsequent behaviour programme Small group working towards behaviour targets Nuture group Learning Mentor Advice and training from outside agencies- Educational Psychologist,CAMHS. EWO, Young Carers. Implementation of Personal behaviour plan Revised timetable and/or adapted curriculum