

Provision Overview 2022/2023



| Area of Need | Quality First Teaching (Wave 1) | Narrowing the gap/Diminishing the Difference (Wave 2) | SEN Support (Wave 3) |
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| <i>Cognition and Learning</i> | <p>Differentiated curriculum – planning, learning, resources, scaffolding etc.</p> <p>Pre-teaching of subject vocab and displays to support learning. Sequencing taught as a skill.</p> <p>Text presented clearly – bullet points, clear font, headings.</p> <p>Pupils encouraged to explain their task - check understanding.</p> <p>Links made to prior learning - retrieval practice integrated into lessons.</p> <p>Key learning points reviewed throughout lesson.</p> <p>Conceptual variation in maths.</p> <p>Alternative ways of demonstrating understanding e.g. diagrams, mind maps, use of voice recorders.</p> <p>Provide a range of writing frames</p> <p>Word mats or knowledge organisers designed for specific subjects/lessons.</p> <p>Opportunities to work with a scribe or use IT when necessary</p> <p>Use of IT/apps to reinforce what has been taught.</p> <p>Use of IT/apps as solution to difficulties</p> | <p>High frequency word games.</p> <p>Phonics catch-up groups (KS1).</p> <p>Focus Spelling groups (multi-sensory approach).</p> <p>KS2 comprehension intervention group.</p> <p>KS2 maths booster groups (multi-sensory approach).</p> <p>Additional 1:1 reading practice.</p> <p>Voice recorders/iPads.</p> <p>Target children for HLTA/TA support in class.</p> <p>Extra reading sessions with an adult or peer reading buddy.</p> <p>Software for individual practice e.g. TTRS.</p> <p>1:1 Tutoring (as part of Covid 19 catch-up).</p> | <p>Individual Education Plan (reviewed every term).</p> <p>Specialist interventions for literacy and numeracy e.g. Precision Teaching, Toe by Toe, Plus 1, Power of 2.</p> <p>Bespoke intervention sessions with SENCO for maths, reading or writing.</p> <p>Enhanced HLTA/TA support for IEP targets.</p> <p>Use of outside agency advice e.g. Educational Psychologist assessment or observation.</p> <p>Reading pen.</p> <p>Technology (e.g. netbook or iPad) with speech to text.</p> |

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| | <p>e.g. dictation, typing. Coloured overlays, coloured paper for worksheets & coloured background on board. Extra time to complete tasks. Learning ladders to break down steps. Next steps identified in feedback for children. Learning buddies. Tactile resources. Dual coding approach.</p> | | |
| Communication and Interaction | <p>Structured class routines. Use of songs for routines. Increased visual aids including dual coding. Visual timetables at eye level of children. Use of key words/vocabulary emphasised when speaking. Multi-sensory approaches used to support spoken language e.g. Symbols/pictures/concrete apparatus/artefacts/role-play, Instructions in manageable chunks. Checklists and task lists. Delivery slowed down with time given for processing. Prompt cards used to support understanding. Talking partners used. Classroom seating plan considered so</p> | <p>Enhanced support with focus on speech and language. HLTA/TA targeted support to provide extra opportunities for speaking and listening activities (e.g. role play and drama). Use of technology to support communication e.g. Twinkl Symbols, voice recorders, iPads. Individual now/next boards. Lunchtime support through adult play leader. Sensory audit if required and equipment to support sensory regulation e.g. wobble cushion, chair wedge, weighted lap cushion.</p> | <p>Individual Education Plan (reviewed every term). Enhanced HLTA/TA support for IEP targets (based on individual need). Personalised learning programmes. Advice from outside agencies e.g. Autism outreach, SALT, Behaviour Support Team. Home school diaries.</p> |

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| | <p>children can see teacher and visual prompts. Access to a quiet space to work e.g. Rainbow Room, Sunshine Garden. Word Walls/displays to develop understanding of new vocab. Minimise use of abstract language. Language tailored to individuals. Eye contact as necessary for the child.</p> | | |
| <i>Social, Emotional and Mental Health</i> | <p>Emphasise positives in front of others to develop self-confidence. Give pupils classroom responsibilities. Refer regularly to school/classroom rules. Calming music. Weighted blankets. Team around the child approach. Use of ear defenders/headphones to support focus. Breaks between tasks. Moving around/sensory breaks. Interactive strategies e.g. Whiteboards to hold up answers. Clear behaviour expectations modelled by staff. Quiet zone or sensory space. Visual timer/stop watch. Use post-it notes for questions rather than interruptions. Fidget toys.</p> | <p>Small group circle time Individual reward charts Zones of Regulation. Lunchtime support through adult play leader. Focus group work with school dogs. Extra opportunities to learn outside at Forest School.</p> | <p>Individual Education Plan (reviewed every term). Individual reward systems Stress/fiddle toys Social stories Home school daily diary Nurture Group Use of Outside Agencies: CAMHS, School Nursing Team, Behaviour Support Team, Educational Psychologist. Enhanced TA/HLTA support for IEP. Zones of Regulation – support sessions. Extra opportunities to learn outside at Forest School (in a smaller group).</p> |

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| | <p>Concrete resources easily at hand to support children.</p> <p>Give a 'set time' for written work, use sand timers.</p> <p>Personalise teaching to reflect child's interests.</p> <p>Transition from whole class work to independent work is taught and actively managed.</p> <p>Reward systems.</p> <p>Learning ladders to break down steps.</p> <p>Meet and greet at key transition points e.g. start of day, lunchtime etc.</p> <p>Sensory audit if required (by SENCO) and equipment to support sensory regulation e.g. wobble cushion, chair wedge, weighted lap cushion.</p> | | |
| <i>Sensory and Physical</i> | <p>Visual</p> <p>Coloured overlays/ different coloured paper.</p> <p>Lighting considered – natural and artificial.</p> <p>Avoid standing in front of windows – faces become difficult to see.</p> <p>Eliminate copying from the board.</p> <p>Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge.</p> | <p>Interventions and activities to improve fine motor skills.</p> <p>Additional handwriting sessions and activities.</p> <p>Keyboard skills intervention.</p> <p>Use of technology to support communication e.g. iPads, voice recorders.</p> | <p>Individual Education Plan (reviewed every term).</p> <p>Individual support in class and/or PE lessons</p> <p>Use of alternative methods of recording e.g. adult as scribe, voice recorders, Reading pens, iPads for dictation.</p> <p>Health-Care Plans</p> <p>Enhanced HLTA/TA support for IEP targets.</p> |

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| | <p>Read aloud when writing on the board. Use iPad for reading if text is too small in physical book. Consider seating – sit at the front closer to board/resources.</p> <p>Hearing Careful seating – closest to the teacher. Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro. Slow down speech rate. Allow more thinking time. Repeat contributions from other children – their voices may be softer and speech more unclear. Check that oral instructions have been understood. Face the pupil when speaking & keep hands away from mouth.</p> <p>Co-ordination Sit at table where there is sufficient space. LH & RH pupils not next to each other with adjacent hands. Desks at elbow height. Sloping desk stand if appropriate. Seated with minimal distractions. Encourage oral presentations or use of IT as an alternative to written work where appropriate.</p> | | <p>Physiotherapy/Occupational Therapy programmes advised by PT and/or OT. School Nursing Team, Community Paediatrician, Specialist Nurse for children with disabilities. Specialist seating and resources.</p> |

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| | <p>Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.</p> <p>Dough disco to support fine motor skills.</p> <p>Range of fine motor and gross motor activities.</p> | | |