

Whole School Provision Map – Overbury C of E First School  
April 2016

CT = Class Teacher TA= Teaching Assistant

Area of Need	Wave 1 Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching	Wave 2 Targeted support/time limited intervention for some learners	Wave 3 Specialist provision for a few learners inc APAR work (SEND Support)
<b>Cognition and Learning</b>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling, etc Visual timetables Illustrated dictionaries Access to word processor In-class support from TA/CT Focused group work with CT, eg guided reading  Whole school phonics programme	Booster groups/Tutoring In-class support from TA Individual reading with TA / CT Volunteer reading adults Better Reading First Class @ Number intervention programme Rapid Reading Precision Teaching Hairy Phonics (on-line) Franklin Speller Digital recording Language Master Springboard Maths Wave 3 maths Rainbow alphabet work	Intense literacy or numeracy support Adapted catch-up programmes Additional phonics training Additional individual reading Memory skills training Word level work Semantic group Input from Educational Psychologist (when available) Input from Learning Support Team (when available) Nessy (online) Alderman Knight Inreach Programme 1-1 Dyslexia support programme
<b>Communication and Interaction</b>	Differentiated curriculum planning, activities, delivery and outcome, eg simplified language (order of language, such as "First this.....then that....") In-class support from TA/CT Increased visual aids / modelling, etc Visual timetables Use of symbols Structured school and class routines	In-class support from TA with some focus on supporting speech and language Additional use of ICT, eg Clicker 6 Cogmed (memory visual and auditory ICT) Pre-vocab groups	Speech and language support from SALT, followed up in school Input from Autism Outreach Team Support for alternative forms of communication, eg Makaton ICT – Writing with Symbols Visual and Auditory specialist support teams
<b>Social, Emotional and Mental Health</b>	Whole school behaviour policy, based on our ethos 'We look out for	Group reward system Support for unstructured times	Anger management training Anxiety support 1-1

	<p>others'.  Assertive Discipline approach  Whole school / class rules  Class reward and sanctions systems  Artist of the Month  Keys to Success  Certificate Assemblies  Bully Box  Buddy Bench in Playground and lunchtime buddies  Circle Time  Whole school Reading/Spelling Buddies</p>	<p>Individual in school counselling  Social Play record  Peer mediators  Individual reward behaviour cards  Social skills/nurture group  Green Signal system</p>	<p>Social skills training  CAMHS  EIFSW  Educational Psychologist  Individual behaviour plans  Pastoral Behaviour Plans  Outreach work with Perryfields School (Thrive)</p>
<p><b>Sensory and Physical</b></p>	<p>Flexible teaching arrangements  Staff aware of implications of physical impairment  Medical support  Activate programme  Whole school handwriting scheme</p>	<p>Additional handwriting practice  Access to equipment, eg writing slopes, seat wedges, under the desk feet rotator, screens, pencil grips, weighted pads, coloured overlays.  Basic visual and speech screening in school  Quiet calm area in separate flexible teaching space</p>	<p>Motor skills programme for small group  Individual support in class during PE  Physiotherapy programme  Access to ICT, eg PC with switch, iPAD  Specialist Equipment  Disability Outreach Team (Regency)  Adapted building with disabled access, including ramps, flush floors and a disabled bathroom.</p>