

Shalford Provision Map 2019-20

Area of need	Wave 1	Wave 2	Wave 3
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Welcoming, comfortable; imaginative and exciting; safe and supportive learning environment • Learning matched to pupils needs • “Can-Do” mindset focussed learning • Emphasis on creative learning • Varied learning experiences and outcomes • Learning partners • In-class TA support or targeted teacher support • Visual timetables and other visual aids • Children able to access learning resources independently • Whiteboards used to promote active participation • Interactive whiteboards increase visual support for learning • Quality verbal feedback • Use of Writing support eg Word Mats • Access to ICT • Mixed ability groupings / varied groupings to suit tasks • Pupil initiated learning • “No Hands Up” culture • Motivating starting points for learning • Opportunities for sustained and extended learning 	<ul style="list-style-type: none"> • Focussed intervention programmes eg <ul style="list-style-type: none"> • Phonics • Time to Talk • Adult led Guided Reading 3 – 5 days a week • Focussed Guided Writing sessions • Targeted in-class support from TA/CT • Increasingly individualised timetable • Specific groups have a high adult to pupil ratio 	<ul style="list-style-type: none"> • Specific support programmes eg <ul style="list-style-type: none"> • Precision Reading • SNAP • S&L Programme • Individualised timetable • Individualised programmes / provision based on advice from outside agencies, for example, EP/specialist teacher/outside health professionals leading to eg: Speech & Language Programme • Exam special arrangements

	<ul style="list-style-type: none"> • Focussed support where needed. • Personalised learning opportunities • Recognition of pupil voice • Parent liaison 		
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Communication and Interaction	<ul style="list-style-type: none"> • As above (cognition and learning) • Use of modified language • Use of symbols • Structured school and class routines • Environmental clues (e.g. location systems) 	<ul style="list-style-type: none"> • Targeted in-class support with focus on speech and language • Use of additional ICT support • Consistent language approach across school • Social skills groups 	<ul style="list-style-type: none"> • Personal visual timetables • Personal / alternative work space • Small group or one-to-one support for language • Individualised programmes / provision based on advice from outside agencies, for example, EP/specialist teacher/outside health professionals • Additional ICT resources / support • Evidence based intervention e.g. Language for Thinking program • Pre-teaching and preparing pupils for learning e.g. key vocabulary
Area of need	Wave 1	Wave 2	Wave 3
Emotional, behavioural and social	<ul style="list-style-type: none"> • As above (Cognition and Learning) • Whole-school culture and ethos • Positive Behaviour policy • Sustainable schools ethos 	<ul style="list-style-type: none"> • Small group circle time • In-class support for <ul style="list-style-type: none"> • Learning • Behaviour targets 	<ul style="list-style-type: none"> • One-to-one supported activities • Small group or one-to-one support for social skills • Individual counselling*

	<ul style="list-style-type: none"> • Positive relationships fostered between pupils and staff • Positive relationships with families/carers • Consistent approach to strategies for learning and inclusion • Creating a sense of connectedness, belonging and pride • High expectations role modelled by adults and children • Good opportunities to work collaboratively • Recognition for effort and promote a 'can-do' attitude. • Supportive classroom environments with positive talk • TA in each class – pastoral role • TA led playground activities • Focused professional development • Whole class Circle Time • PSHE-focused work • Buddy systems • Positive touch trained staff 	<ul style="list-style-type: none"> • Access • safety • Social Skills group • Additional access to lunchtime activities • Support for Families 	<ul style="list-style-type: none"> • Individual reward system • Social skills training or anger management • Pastoral support plan • Time out • Social Stories • Individual visual prompts and support • Resources to support learning, concentration etc and reduce anxiety • Individual work spaces • Planned access to time out • TEACCH activities (ASD program) • Pre-planning and preparation of activities • Support to aid movement between lessons / year groups • Lunchtime and playtime support • EP/specialist teacher involvement and advice • Specific liaison with and support for families • Reintegration programme
Area of need	Wave 1	Wave 2	Wave 3
Sensory and physical	<ul style="list-style-type: none"> • As above (cognition and learning) • Aim to provide equality of opportunities (Equalities Policy) • Raise awareness and understanding of disability and differences • Provide access to a range of clubs and enrichment activities 	<ul style="list-style-type: none"> • Fine motor skills groups • Gross motor skills groups • Physical Activity groups • Location of children in class • Additional keyboard skills training • Additional fine motor skills practice • In-class support for access/safety 	<ul style="list-style-type: none"> • Individual support to access the curriculum, play and enrichment activities • Physiotherapy and occupational therapy programmes • Access to PC's to support learning where appropriate

	<ul style="list-style-type: none">• First Aid Training• Occupational therapy equipment• Approaches to support gross and fine motor skills e.g. writing• Flexible teaching arrangements		<ul style="list-style-type: none">• Use of appropriate resources• Signage• Access to specific resources that support sensory and physical needs• Personal care support• Classroom adaptations• Flexible timetabling• Exam special arrangements• Liaison with outside agencies eg EP / specialist teachers / health professionals• Specific liaison with and support for families
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