

Policy Subject: Whole School Provision Map 2019-2020

Date: March 2021

Review Date: March 2022



St Dunstan's Church of England Primary School

The Code of Practice 2014 requires schools to set out the details of a broad and balanced curriculum, whilst detailing how the curriculum is adapted or made accessible for pupils with Special Educational Needs and Disabilities (SEND). This is our School Offer.

Wave 1 Quality First Teaching available to all children

Cognition and Learning

Broad and balanced curriculum
Differentiated curriculum to meet all learner needs
Learning objectives and steps to success for core lessons
Mixed ability groupings
Classroom seating plans
Multi-sensory teaching and learning strategies – visual, auditory and kinaesthetic (VAK)
Brain gym
Range of levels of questioning accessible for all learners
Challenge for all pupils
Adult focus groups
Daily phonics teaching in EYFS and KS1
High quality and purposeful resources
Learning walls and interactive displays
Modelling and reinforcing teaching to support understanding
Quiet corners/book corners in all classes
Ongoing formative assessments to identify learning and support next steps
Writing checklists for writing tasks
Levels of questioning

Communication and Interaction

Whole class visual timetables
Variety of school clubs

Social, Emotional and Mental Health

Eucharist services at school and at the church
Christian values
Worship and class assemblies
Spiritual area
Prayer tree
Kitchen garden project
Peer mediators
School council
House Captains
School based reward systems e.g. House points, Well Done Certificates, Patio Awards
Community events e.g. School Fairs, Cheam Village Fete
Recycling
Reward and praise ethos
Brain Gym

Sensory and Physical

Anti-glare (yellow background) on all interactive whiteboards
Peripatetic music lessons available
Appropriate playground equipment e.g. trim trail
School daily mile
KS2 swimming lessons
School trips linked to curriculum across the whole school

Opportunities to respond to teacher feedback and marking
Parent consultation evenings
Residential trips in Y5/6
Day trips and in school visitors
School newsletter
Nursery/Reception home visits

Whole school behaviour system
Access to ICT equipment – chrome books, ICT suite, laptops, iPads, cameras etc
E-safety
Whole school events e.g. Sports day
Handwriting
Pencil grips
Disabled access

Wave 2 Additional and small group intervention

Cognition and Learning

Class teacher and Teaching Assistant focus groups
Priority readers
Booster/catch up/pre teaching groups
Learning breaks
Pre teaching
Colourful Semantics
SNAP Maths
Coloured overlays
Early Literacy Support (KS1)
Phonics catch up
ABC Club (KS2 phonics)

Communication and Interaction

Personal timetables
Speech and language targets
Time to Talk

Social, Emotional and Mental Health

Time to Talk
Fiddle/concentration gadgets
Playground group
Transition programme
Brain Gym
Sensory and Physical
Motor skills group
Touch typing
Sensory cushions, writing slopes, weighted blankets etc
Dough Gym
Heavy work
Handwriting groups- Write from the start (KS1) Speed Up (KS2) – kinaesthetic approach

Wave 3 Specific Targeted SEND

Cognition and Learning

Precision Teaching
Referrals to educational support services e.g. Educational Psychologists, Behaviour Support Team, Paving The Way etc
Pre teaching
Memory and concentration boost
Colourful Semantics
Dyslexia screening tool
Semantic links
Beanstalk readers
Dyslexia friendly reading books
Boosting Reading Potential (BRP)

Social, Emotional and Mental Health

CAMHS referral
Emotional Literacy Support Assistants (ELSAs)
Family Support Worker
Clinical Mental Health Nurse
Paving The Way
Lego Therapy
Social stories
Brain Gym
Sensory and Physical
OT advice – specific programme to follow
Visual Impairment advice – Enlarged books, iPad, specialist equipment

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| Wordshark Touch typing Communication and Interaction 1:1 Speech and Language support Basic signing Individual timetable Specific communication tools Visualising and verbalising | Motor Skills United Fine and gross motor skills support Specialist equipment as necessary Adaptations to the environment as appropriate- yellow lines, specific equipment, headphones, etc Bibs for VI children and peer group Sensory regulation |
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| WAVE 1 | Quality First Teaching | All pupils |
| WAVE 2 | Additional and small group intervention | Pupils working just below the national expectation |
| WAVE 3 | Specific targeted SEND intervention 1:1/very small group specifically tailored | Individually identified pupils with additional need, attaining well below national expectations |

All interventions are time bonded (approx. 10 weeks) and evaluated for impact and cost effectiveness. Interventions are additional and different to Quality First Teaching, hence they are delivered in the afternoon. All TAs are highly skilled and trained to deliver the interventions.

| WAVE 2 | | |
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| Intervention | Frequency | Target |
| Booster/Catch up | Upto 5 sessions weekly x 30mins | English/Maths |
| Pre Teaching | 2/3 sessions weekly x 30 mins | All subjects |
| Colourful Semantics | 2/3 sessions weekly x 30 mins | English |
| SNAP Maths | Daily x 15 mins | Maths |
| Early Literacy Support (KS1) | Daily x 20mins | English |
| Phonics Catch Up (KS1) | Daily x 15 mins | Phonics |
| ABC Club (KS2) | 2/3 sessions weekly x 30 mins | Phonics |
| Time To Talk | Weekly x 45 mins | Social skills |
| Playground group | 2/3 sessions weekly x 30 mins | Social skills |
| Motor skills | 2/3 sessions weekly x 30 mins | Fine and gross motor skills |
| Touch typing | 4 sessions weekly x 30 mins | English/fine gross motor skills |
| Dough Gym (Nursery) | 2/3 sessions weekly x 30 mins | Fine and gross motor skills |

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| Heavy work | Daily x 15 mins | Sensory needs |
| Speech, Language and Communication | Weekly 2 x 20 mins | Communication and Interaction |
| Handwriting – Write from the start (KS1) Speed Up (KS2) | Daily x 20 mins Weekly x 45 mins | Handwriting – fine and gross motor skills |
| Brain Gym | As required | Concentration |
| Transition workshops (Y6) | Weekly (3 weeks) x 30 mins | Social and emotional |
| FRIENDS/FUN FRIENDS | Weekly 2x30 mins | Social and emotional |

| WAVE 3 | | |
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| Intervention | Frequency | Target |
| Precision Teaching | Daily x 15mins | Whole curriculum |
| Pre teaching | 2/3 times weekly x 30 mins 1:1 | Whole curriculum |
| Memory and concentration boosters | 2/3 times weekly x 15 mins 1:1/1:2 | Memory/concentration |
| Colourful Semantics | 2/3 times weekly x 30 mins 1:1 | English |
| Beanstalk readers | Weekly x 20 mins | Reading |
| Boosting Reading Potential (BRP) | 2/3 times weekly x 20 mins 1:1 | Reading |
| Visualising and verbalising | 2/3 times weekly x 20 mins 1:1 | Visualisation/language development |
| Touch Typing | 4 times weekly x 20 mins | Typing skills |
| Wordshark | 5 times weekly x 20 mins | Spelling |
| Speech, Language and Communication | Weekly 2 x 20 mins | Communication and Interaction |
| Emotional Literacy Support Assistants | Weekly x 30-45 mins | Social/emotional needs |
| Family Support Worker | Weekly x 30 mins | Social/emotional needs |
| Clinical Mental Health Nurse | As required | Social/emotional needs |
| Paving The Way | As required | Social/emotional and behaviour needs |
| Lego Therapy | 2/3 times weekly x 20 mins | Social/emotional needs/communication |
| Zones of Regulation | As required | Social/emotional needs and behaviour/communication |
| Attention Autism | Daily x 15 mins | Social/emotional needs and behaviour/communication |

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| Motor skills united | 2/3 times weekly x 20 mins | Fine/gross motor skills |
| Brain Gym/Learning breaks | As required | Concentration |

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