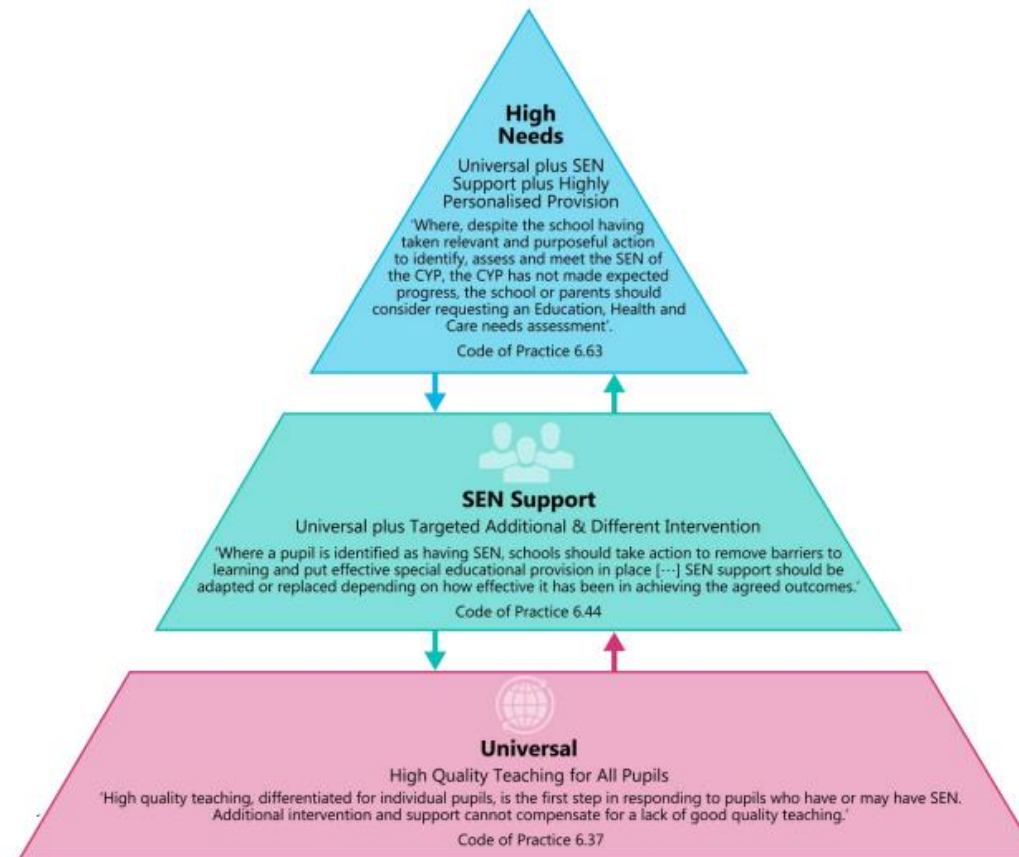


Nether Stowey CofE VC Primary School

Provision Map 2022-2023



*A graduated approach:* All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

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There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Universal - Wave 1	SEN Support - Wave 2	High Needs - Wave 3
<p>Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to throughout the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.</p>

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Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

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Cognition and Learning		
Wave 1	Wave 2	Wave 3
<p>Understanding strengths and interests                      Knowledge and understanding of barriers to learning                      Knowing pupil starting point and next steps to develop learning                      Consistent High Quality Teaching (HQT)                      Activate prior learning                      Teaching using a multisensory approach with a lot of opportunities for overlearning                      Teaching is sequential build on what the pupil knows                      Model, scaffold to independence                      Use of effective questioning to enable engagement in learning                      Regular assessment informing next steps                      Opportunities to talk through learning with a peer                      Dialogue with parents and carers                      High expectations                      Success criteria                      Visual dictionaries                      Word mats                      ICT to support learning                      Writing frames                      Numicon                      Learning displays/working walls                      Different learning styles are adopted                      Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)                      Specific Learning Disorders e.g. Dyslexia (SpLD)</p>	<p>Targeted interventions in small groups or one-to-one using evidence-based learning principles such as:                      Direct instruction                      Cumulative or over-learning                      Practicing little and often                      Emphasis on fluency as well as accuracy                      Opportunities for application of skills                      Engagement through interests and strengths                      Dialogue with parents and carers                      SPaG group (Spelling, Punctuation and Grammar)                      Intervention groups targeted at specific learning needs                      Intervention groups based up reactive teaching/Assessment for Learning (AfL)  <b>Little Wandle Phonic Catch up</b>                      Pre-teaching of vocabulary  <b>Number Stacks</b>                      Use of specialist equipment (pencil grips, coloured overlays, reading rulers, sloping boards)                      Check ins                      Active listening time                      Higher attaining groups</p>	<p>Dialogue with parents and carers                      Intense (1:1) support in core (maths, English and phonics) and foundation subjects  <b>Individual Literacy Intervention (ILI)</b>                      Targeted learning                      Support from Educational Psychology (EP)                      Music Therapy                      Morning Meet and Greet  <b>Target Readers</b>  <b>National Tutoring Programme</b></p>

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Communication and Interaction		
Wave 1	Wave 2	Wave 3
<p>Dialogue with parents and carers</p> <p>Differentiated curriculum planning</p> <p>Modelled speech/language</p> <p>Modelled Interaction</p> <p>Targeted questioning</p> <p>Talking partners</p> <p>Group work</p> <p>Class visual aids and prompts</p> <p>Visual timetables</p> <p>Key words/word banks</p> <p>Drama activities</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Simplified Language</p> <p>A range of questions used so children develop and give better answers</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Class and special assemblies</p>	<p>Dialogue with parents and carers</p> <p>Pre-teaching of vocabulary</p> <p>Nurture/social group (social skills &amp; self-esteem)</p> <p>Communication book activities</p> <p>Social Stories</p> <p><b>Nuffield Early Language Intervention (NELI)</b></p> <p><b>Lego Therapy</b></p> <p><b>Talkabout</b></p>	<p>Dialogue with parents and carers</p> <p>Individual visual timetables</p> <p>Individual visual communication system</p> <p>Targeted work from Speech and Language therapy – Black Sheep</p> <p>ASD Outreach support</p> <p>Speech and Language Therapy blocks</p> <p>PFSA</p> <p><b>Attention Bucket</b></p>



Sensory and Physical		
Wave 1	Wave 2	Wave 3
<p>Dialogue with parents and carers</p> <p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting etc.</p> <p>Additional movement breaks</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Seating plans or group tables are used</p> <p>Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p> <p>Forest School</p> <p>Classrooms free from clutter</p>	<p>Use of specialist equipment (pencil grips, coloured overlays, lap weights, sloping boards for desks, fidget kits)</p> <p>Paediatric Occupational Therapy assessment &amp; resource pack (handies &amp; fizzies)</p> <p>Gross motor programmes</p> <p>Learn to Move – Move to Learn</p> <p>Fine motor programmes</p> <p>Write from the start</p> <p>Large keyboard for computer work</p> <p><b>Pegs to Paper</b></p> <p><b>Sensory Circuits</b></p>	<p>Individual work station</p> <p>Social stories/Sensory stories</p> <p>Comic Strip Conversations</p> <p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team &amp; School Nurse Team</p> <p>Individual support with self-care where appropriate</p> <p>Write From the Start-Hand-activities to help eye co-ordination</p>

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Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
<p>Dialogue with parents and carers</p> <p>Emotional Coaching</p> <p>Differentiated curriculum planning</p> <p>Whole school behaviour policy</p> <p>School &amp; class rules</p> <p>PSHE teaching through SCARF</p> <p>Whole school assemblies</p> <p>Class circle time</p> <p>Talking partners</p> <p>Class visual timetable</p> <p>Visual reward systems</p> <p>House point system</p> <p>Time out/Reflection Time</p> <p>Timers &amp; stress relievers</p> <p>Emotion/social resources</p> <p>Positive touch</p> <p>Praise and high expectations</p> <p>Whole class behaviour charts e.g. house points, Certificates</p> <p>Class Monitors, School council</p> <p>Fiddle objects</p> <p>Reflective space in classroom</p>	<p>Nurture/social group (social skills &amp; self-esteem)</p> <p><b>Conversation group/Talkabout</b></p> <p>Individual reward system &amp; behaviour logs</p> <p>Additional support at playtime (break time and lunchtime clubs)</p> <p>Transition support</p>	<p><b>1:1 Emotional Literacy Programme (ELSA)</b></p> <p>Individual work station</p> <p>Individual social stories to teach specific social skills</p> <p>Targeted work from –Behaviour Support, CAMHS, EP, SENIT, Catchpoint</p> <p>PFSA</p> <p>Music Therapy</p> <p>Meet and Greet</p>