

**Littletown Primary Academy Whole School Provision Map 2022 - 23**

**Staff complete the Devon Graduated response Quick checker and Further Assessment of area of Need in conjunction with this whole Provision Map for Support or Intervention activities**

**Wave 1 Inclusive quality first teaching for all.**

Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 1 examples:

* Personalised delivery e.g. simplified language, slower pace
* Personalised outcomes
* Adapted visual aids, modelling
* Use of writing frames etc.

**Wave 2 Additional support to enable children to work at age-related expectations or above.**

Specific, additional and time-limited **support** provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom support (catch-up)

Wave 2 examples:

* In class LSA literacy and numeracy support
* Lexia, catch up programmes
* Small group – withdrawal for in class lessons or additional catch up to lessons such as precision teaching.
* Handwriting practice with Funky finger practice.
* Differentiated resources

**Wave 3 Additional highly personalised interventions.**

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an **intervention** designed to accelerate progress. Additional to and different from, 1:1/small group time provision,

Wave 3 examples:

* Speech and language interventions
* External agency intervention including; Physiotherapy exercises or Occupational Therapy sessions
* Fun Fit
* Individual literacy, phonic programme - Read, Write Inc
* Additional planning and individual arrangements for transition
* Individual access arrangements for SATs

**Support and Intervention based on Area of Need**

| **Communication & Interaction** |
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| **Assessment:To ascertain the area of need use the Graduated Response Quickchecker and Assessment Resources.** **Other Assessments to use alongside the GR:*** In class Observations
* Well comm and Speech and Infant Language Link
* Specialist support and interventions e.g. Educational Psychologists (EPs), Speech and Language Therapists SALT
* Verbal and Non Verbal Testing in learning screenings
 | **Useful Support:** * Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs.
* The Communication Trust primary and secondary school age progression tools may be used to assess language skills.
* Universally Speaking.
* The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives. <https://www.autismeducationtrust.org.uk/resources/progression-framework>
* http://www.ican.org.uk/
* http://www.inclusive.co.uk/hardware/communicators-and-controllers
* http://www.autism.org.uk/
* https://speechlink.co.uk/auth/login
* http://www.talkingpoint.org.uk/
* https://www.thecommunicationtrust.org.uk/
* http://www.smira.org.uk/
* http://www.researchautism.net/
* http://www.stammering.org/
* [Michael Palin Centre for Stammering - The Michael Palin Centre for Stammering](https://michaelpalincentreforstammering.org/)
* http://www.autismeducationtrust.org.uk/
* http://www.afasic.org.uk/
* <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>
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| **Social Interaction and Development / Flexibility of Thought** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Paired or 1:1 curriculum tasks with differentiated support .
* Daily feelings check-in with CT or TA
* Pupil Passport identifying triggers and known strategies that support the pupil to make good choices.
* Regular, short sensory breaks
* Support from TA for transition
* Class Visual prompt cards e.g. turn taking or stay on topic.
 | * Personalised behaviour support - **Wellbeing plan written on Provision Map** with specific triggers and avoidance strategies identified.
* Personalised interventions
* Support advice from the Communication and Interaction Team Advice written in My Plan and followed up by 1:1 or in class support (TA/CT)
* Comic Strip Conversations and/or Social Stories
* Individual work -station and individual visual timetable
* Lunch club support for children who struggle during unstructured times of the school day.
* Now and Next boards with regular sensory breaks identified on a visual timetable
* High Level of LSA support to remain on tasks.
* Individualised visual prompt cards to remain on task or to support choices.
* Visual aids (Widgit) to support daily routine.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Individualised programme, including interventions supported by the SENCO/outside professionals
* Specialist Team involvement
* Alternative Teaching space
* Intensive Interaction approaches
* Specific Comic Strip Conversations and/or Social Stories as recommended by outside agency support.
* Adult support for less structured times of the days.
 | * Reduced anxiety .
* Improved capacity for independent learning.
* Increase in social interactions.
* Improved social relationships and friendships.
* Independent access to the school day.
* Enhanced ability to work in groups.
* More appropriate behaviour.
* Pupils can calmly and independently move around the school at key changeover times.
* Reduction in distressed behaviours.
* Skills learned in social group applied to school situations.
* Greater participation at playtime with less adult intervention.
* Able to access the mainstream curriculum with support.
* Reduced frustration.
* Improved mental health.
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| **Attention and Listening** |
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| **Wave 1** **High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Visual Timetables.
* Calm learning environment.
* Visual prompting and cues – timetable, instructions, demarcating areas
 | * **Individual Pupil Passports written on Provision map programme.**
* Individualised visual prompt cards to remain on task or to support choices.
* Visual prompts (Widgit) to support expectations of listening and attention in class.
* Now and Next boards with regular sensory breaks identified on a visual timetable
* Making regular eye contact with pupil
* Giving specific praise ‘well done for waiting’
* Keep instructions short and break them down into smaller steps.
* Take turns in an activity encouraging a child to actively listen in order to not miss their turn.
* Encourage a pupil who has attention difficulties to repeat back to you what they have to do. Encourage them to also repeat this silently to themselves in their head.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Individualised programme, including interventions supported by the SENCO/outside professionals
* Specialist Team involvement
* Alternative Teaching space
* Intensive Interaction approaches
* Individual vocabulary word bank with visual Widgit prompts
* Specialist SALT targeted support.
 | * More contributions to class and group discussions.
* Increased confidence.
* Improved listening and attention.
* Increase in confidence and self- esteem.
* Quicker processing of language.
* Better understanding of lesson content leading to better progress.
* Enhanced reading comprehension.
* Correct usage of grammar, e.g. plurals and tenses.
* Shift from spoken phrases to full sentences.
* Wider vocabulary, including core, extended & subject words.
* Improved factual understanding and/or inference .
* Ability to follow longer instructions.
* Improved words and sentences Improved communication.
* Improved comprehension of basic language, instructions and expectations.
* Improved curriculum access
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| **Understanding Language and Communication** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Ensure you have the pupil’s attention before giving an instruction
* Clear and simple explanations
* Chunking instructions
* Extra time to process what has been said
* Check understanding of classwork and homework tasks
* Model correct sentence usage
* Visual support across the curriculum
* Broad range of sentence activities, e.g. description, news telling
* Talk partner opportunities
* Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way
* Guided reading for decoding and comprehension, especially inference.
 | * **Individual Pupil Passports written on Provision map programme.**
* Vocabulary teaching with phonological/semantic and visual widigit cues where appropriate.
* Use of information carrying words when giving instructions
* Targeted comprehension group
* Word banks for vocabulary linked to topic or concepts.
* Use of non-literal language, idioms, jokes, sarcasm etc.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Individualised Infant Language Link or S&LT programme.
* Use of colourful semantics.
* Use of Makaton signing by staff.
* Individual vocabulary word bank with visual Widgit prompts
* Specialist SALT targeted support.
 | * More contributions to class and group discussions.
* Expanded oral and written sentences.
* Increased confidence.
* Improved listening and attention.
* Increase in confidence and self- esteem.
* Quicker processing of language.
* Better understanding of lesson content leading to better progress.
* Enhanced reading comprehension.
* Correct usage of grammar, e.g. plurals and tenses.
* Shift from spoken phrases to full sentences.
* Wider vocabulary, including core, extended & subject words.
* Improved factual understanding and/or inference .
* Ability to follow longer instructions.
* Improved words and sentences Improved communication.
* Improved comprehension of basic language, instructions and expectations.
* Improved curriculum access
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| **Expressive *(spoken/ Speech)* language and communication** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Provision of a quiet workstation
* Application of specific speech targets during the day in a quiet environment
* Attention and listening activities
* Oral blending and segmentation linked to reading and spelling
* Consistent support from teacher and TA to reinforce speech sounds throughout the day
* Support to develop peer relationships and participate in group work when intelligibility is a problem.
* Phonics programme with strong phonological awareness component - Read Write, Inc
* Good listening visual prompts
 | * **Individual Pupil Passports written on Provision map programme.**
* Targeted speech group - using Infant Language Link results.
* Specific phonemic awareness programme linked to letters - Ead Write Inc.
* Segmentation activities linked to topic and functional vocabulary - Sound Linkage Programme.
* Phonological awareness activities linked to speech production - linked to Infant Language Link.
* Parental engagement to aid understanding of child’s communication e.g. Home/school book
* Widgit vocabulary cards.
* Language for Thinking
* Non-literal language, idioms, jokes etc.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Advice from Speech & Language Therapy,
* Educational Psychologists (EPs), involvement.
* Specific speech interventions as prescribed by Speech and Language Therapist
* Total communication approach including Widgit visual aids, Makaton signs, symbols and gestures to communicate needs
* Individual programme, provided by S&LT
* Specialist SALT and LSA support.
 | * Correct pronunciation of sounds in some situations
* Segmentation of spoken words
* Improved production of speech sounds (these still need to be applied throughout the day)
* Some segmentation of vocabulary – syllables, rhyme, phonemes
* Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level.
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| **Cognition and Learning**  |
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| **Assessment:To ascertain the area of need use the Graduated Response Quickchecker and Assessment Resources.** **Other Assessments to use alongside the GR:****Assessment:** * Observations and Insight (termly data collection and data conversations)
* Verbal and non-verbal reasoning test
* Standardised reading assessment - PIRA
* Standardised spelling assessments -HAST 2 (The Helen Arkell Spelling Test spelling test Spelling Age - Generated by Spelling assessment [https://helenarkell.org.uk/product/helen-arkell-spelling-test-hast-](https://helenarkell.org.uk/product/helen-arkell-spelling-test-hast-2)2
* SATs - Year 2 and 6
* Reading Age - Generated by Accelerated Reader
 | **Useful Support:** * http://www.bdadyslexia.org.uk/
* <http://www.thedyslexia-spldtrust.org.uk/>
* Sound Linkage - for children who struggle with phonological awareness - identification, blending, deletion etc… [Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties : Hatcher, Peter J., Duff, Fiona J., Hulme, Charles: Amazon.co.uk: Books](https://www.amazon.co.uk/Sound-Linkage-Integrated-Overcoming-Difficulties/dp/1118510089)
* Bingo creator: [Sight Words: Teach Your Child to Read](https://sightwords.com/) [www.sightwords.com/sight-words/games/bingo/card-creator/](http://www.sightwords.com/sight-words/games/bingo/card-creator/)
* **Immersive reader on Office 365** [Use Immersive Reader in Microsoft Edge - Microsoft Support](https://support.microsoft.com/en-us/topic/use-immersive-reader-in-microsoft-edge-78a7a17d-52e1-47ee-b0ac-eff8539015e1) and Whisper sync and listening to Audio texts.
* -Touch typing -BBC dance mat [Dance Mat Typing for 7 - 11 year olds - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr) or Doorway online [Typing | Doorway Online](https://www.doorwayonline.org.uk/typing/)
* **TRUGS -** [**https://www.readsuccessfully.com/about-trugs/**](https://www.readsuccessfully.com/about-trugs/)- we have set 1-3 in school,
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| **Reading / Writing/ Recording** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| **Reading:*** Pupil’s name and eye contact established before giving instructions (unless Autism is present/suspected).
* Clear and simple instructions, breaking down longer instructions and giving one at a time.
* Clarify, display and refer back to new/difficult vocabulary
* Pre-teach vocabulary and key concepts.
* Check for understanding .
* Consistent use of positive language.
* Give time before a response is needed.
* Visual cues and prompts.
* Collaborative working opportunities.
* Consistent use of terms.
* Repetition and reinforcement of skills including worked examples.
* Tasks simplified or extended.
* Whole school awareness and training
* Involve the pupil in discussions about how they learn and approach tasks.
* Flexible grouping.
* Peer support.
* Modified resources.

**Writing:*** Pathways to Reading and Pathways to writing programme.
* Individual whiteboards for drafting.
* Visually supportive learning environments e.g. working walls, word mats .
* Writing frames
* Jot down key points/instructions
* Vocabulary Cards.

**Spelling:*** Introduce the sounds and choices in sound patterns ie: e, ee, ea, ey, y.
* Use mnemonics - silly sentences where the first letter of each word makes up the word to be spelled.
* Find smaller words in the bigger word, for example 'there is a hen in when'.
* Go over the rules of spelling together, e.g. a 'q' is always followed by a 'u'. Ask your child's teacher for the rules they teach in class.
 | Reading:* **Individual Pupil Passports written on Provision map programme.**
* Targeted/structured literacy and programmes - Pathway to Reading.
* Computer intervention programmes - Lexia follow up intervention.
* Teaching memory Strategies - through precision teaching of high frequency words.
* Access arrangements.
* Smaller group work.
* Increased TA input in class whole class teaching.
* Coloured resources e.g. paper overlays for reading

**Writing:*** Alternative methods of recording work e.g. Immersive reader (Office 365), adult scribe.
* Teach note taking and shorthand ways of recording information in (KS2) e.g. use of bullet points.
* Access arrangements during tests.

**Spelling:*** Provide activities that will help them to internalise and automatise the use of the spelling. Select 2-3 high frequency words a week - through mnemonics, movements, visuals.
* Write words in different coloured pens to make a rainbow.
* Look with your child at the bits in the words which they find difficult - use colours to highlight just the tricky bit.
* Look for the prefixes and suffixes in words, e.g. -tion, -ness and learn these chunks. Explore with your child how many words have the same chunks at the beginning or the end of words.
* Use cut out or magnetic letters to build words together, then mix up the letters and rebuild the word together.
* Spelling Dictionaries.
 | Reading:* **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* High Level of LSA support - individualised Literacy Planning to ensure regular Phonics and reading teaching in KS2.
* Coloured overlays - Using reports by Dyslexia Team or Vision specialist on colour to use for individual children
* Working memory resources/training e.g. Memory Magic Use flashcards or play matching games to let your child see the words lots of times - the more times they see the word, the better they will be able to read and spell it.
* Use of specialist programmes to make resources e.g. Widgit
* Using elements of ‘Fresh start’ to support Key Stage 2 children with blending and segmenting.
* Sound Linkage programme to support blending, Segmenting, rhyme, syllable and phoneme deletion difficulties.

**Writing:*** Colourful Semantics - for sentence building.
* Teaching touch typing for longer pieces of work.
* Regular short sensory breaks
* High Level of LSA support.
* Use of specialist programmes to make resources e.g. Widgit.

**Spelling:*** Follow individual advice from the Dyslexia Team.
* ACE dictionaries for children with Dyslexia.
 | * Increased access to the curriculum.
* Increased retention of key instructions and information. Improved access to learning. Improved engagement and desire to learn/motivation.
* Increase range of secure concepts.
* Able to apply strategies of what to do when unsure or unclear about learning.
* Able to predict/recount content of lesson.
* Ability to work independently. Able to record information in a variety of ways.
* Increase in confidence and self esteem.
* Reduction in anxiety.
* Decrease in the number of frustrated and/or aggressive behaviours.
* Improved listening and attention.
* Increased self-confidence.
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| **Phonics** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Early Years and KS1 - Read Write Inc programme. Whole school training arranged by RWI Lead.
* RWI Flexible grouping across Key Stages.
* Pupil’s name and eye contact established before giving instructions (unless Autism is present/suspected).
* Clarify, display and refer back to new/difficult phonics.
* Consistent use of positive language.
* Give time before a response is needed.
* Visual cues and prompts.
* Consistent use of terms.
* Repetition and reinforcement of skills including worked examples.
 | * Targeted/structured phonics programme Read, Write Inc in Year 3.
* Teaching memory strategies e.g. -Verbalising - saying out loud something

 -Story association like the RWI cards -Visualisation - drawing it -Movement  -Mnemonics * Access arrangements
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Individualised precision teaching of missing phonics - to include the use of TRUGS
* Educational Psychologists (EPs), involvement.
* High Level of LSA support - individualised Literacy Planning to ensure regular Phonics and reading teaching in KS2.
* Using elements of ‘Fresh start’ to support Key Stage 2 children with phonics.
* Sound Linkage programme to support blending, Segmenting, rhyme, syllable and phoneme deletion difficulties.
 | * Increased access to the curriculum.
* Increased retention of key instructions and information. Improved access to learning. Improved engagement and desire to learn/motivation.
* Increase range of secure concepts.
* Able to apply strategies of what to do when unsure or unclear about learning.
* Able to predict/recount content of lesson.
* Ability to work independently. Able to record information in a variety of ways.
* Increase in confidence and self esteem.
* Reduction in anxiety.
* Decrease in the number of frustrated and/or aggressive behaviours.
* Improved listening and attention.
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| **Maths** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Pupil’s name and eye contact established before giving instructions (unless Autism is present/suspected).
* Clear and simple instructions, breaking down longer instructions and giving one at a time.
* Clarify, display and refer back to new/difficult vocabulary
* Pre-teach vocabulary and key concepts.
* Check for understanding .
* Give time before a response is needed.
* Visual cues and prompts.
* Collaborative working opportunities.
* Consistent use of terms.
* Repetition and reinforcement of skills including worked examples.
* Tasks simplified or extended.
* Whole school awareness and training
* Involve the pupil in discussions about how they learn and approach tasks.
* Flexible grouping/ Peer support.
* Modified resources.
 | * Computer intervention programmes - e.g. Times Table Rock Stars Year 4-6)
* Access arrangements - additional 15 minutes in every test and SATS year 2 and 6
* Practical Maths equipment to use in addition to workbooks
* Smaller group work.
* Increased TA input in class whole class teaching.
 | **Individual My Plan written on Provision map programme using specialist advice for targets.****EHCP Targets**High Level of LSA support - individualised Numeracy intervention to ensure gaps in learning are supported. | * Increased access to the curriculum.
* Increased retention of key instructions and information. Improved access to learning. Improved engagement and desire to learn/motivation.
* Increase range of secure concepts.
* Able to apply strategies of what to do when unsure or unclear about learning.
* Able to predict/recount content of lesson.
* Ability to work independently. Able to record information in a variety of ways.
* Increase in confidence and self esteem.
* Reduction in anxiety.
* Decrease in the number of frustrated and/or aggressive behaviours.
* Improved listening and attention.
* Increased self-confidence.
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| **Social Emotional and Mental Health**  |
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| **Assessment:To ascertain the area of need use the Graduated Response Quickchecker and Assessment Resources.** **Other Assessments to use alongside the GR:*** Strengths and Difficulties Questionnaire
* Boxall Profile
* SEMH resources within Section 2 of SENCO Guide 2017
* Specialist support, advice and interventions e.g. Educational Psychologists (EPs),
* Timid to Tiger course - offered in school for parents of Anxious children.
* Think Good Feel Good - CBT book
* Support through Behaviour Support Team and Inclusion Officer
 | **Useful Support:**  Links: * Balloons Bereavement [Balloons – Bereavement and loss looking onwards (balloonscharity.co.uk)](https://www.balloonscharity.co.uk/) including counselling and books to support challenging life experiences e.g. bereavement
* Support and guidance from CAMHS (Child and Adolescent Mental Health Service) [CAMHS - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/camhs/)
* Kooth - online mental Health support (Year 6 only) [Home - Kooth](https://www.kooth.com/)
* Mental Health Week - Home schooling ideas [Schools - Children's Mental Health Week (childrensmentalhealthweek.org.uk)](https://www.childrensmentalhealthweek.org.uk/schools/)
* Parent Talk - Behaviour support for children - [Behaviour - Support for Parents from Action For Children](https://parents.actionforchildren.org.uk/behaviour/)
* Public Nursing Team [Health for Kids | Devon](https://www.healthforkids.co.uk/devon/)
* Interactive support for Anxiety and worries: [Lumi Nova: Tales of Courage](https://luminova.app/)
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| **Social Development/ Emotional development and Mental health/ Self-regulation**  |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Daily Check-in by CT or TA.
* **Restorative practice**
* Cyclic PSHE programme (Jigsaw) focused on Statutory Relationships
* Curriculum.
* Clear whole school Wellbeing (Behaviour) policy, which is
* differentiated according to need and context (reasonable adjustments).
* New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour.
* Assessments and monitoring of learning and social emotional
* wellbeing and associated
* behaviour.
* Differentiated and additional learning activities to engage and motivate.
* Flexible and creative use of rewards and consequences focusing on positive behaviours.
* Identify and build on preferred learning styles.
* Positive language to re-direct, reinforce expectations e.g. use of others as role models.
* Environmental adaptation e.g. social seating and proximity to the teacher.
* Regular sensory breaks where appropriate.
* Increased structure, routine and guidance.
* SMART targets linked to need.
* Pupil and parent involvement. Regular home/school planner.
* A range of differentiated opportunities for social and emotional development e.g.
* friendship spots, circle time,
* Random Acts of Kindness.
* Reinforcement of expectations through visual prompts and role modelling good behaviour.
* CPOMs to record incidences and look for patterns and triggers.
* Lunchclub available and supervised by Thrived trained practitioners.
 | * **Individual Pupil Passports written on Provision map programme.**
* Small, carefully thought out group settings or one-to-one working e.g. talk, listen and reflect.
* Personalised IndividualReward chart/system.
* Sensory Den - to support children who need a sensory break.
* Nurture Support in the form of Nurture Group or small group intervention from Pastoral Lead.
* Lego Therapy/club - set up and run by children.
* Comic Strip Conversations and/or Social Stories
* Key Books linked to Social and Emotional needs.
* Now and Next choices to engage and motivate.
* Emphasis on social emotional engagement, safety and learning.
* Transition information gathered about triggers via provision map
* etc.
* Class and school consistent mediation strategies e.g.
* Consistent calming strategies, including for example, use of ‘thinking time’.
* Identify, highlight, understand and build on areas of progress about SEMH
* Playbase area to support effective play - Nurture room for small groups or individual child.
* Opportunities based on brain development principles.
 | * Personalised behaviour support - **Wellbeing plan written on Provision Map**
* **EHCP Targets**
* Relational support, Coregulation Plan and Risk assessment for children who are at risk of disaffection and exclusion.
* Personalised programmes for managing and controlling emotions and the resulting behaviour.
* Therapeutic Approaches - interventions from Play therapy Team.
* Adapted daily routines - including morning drop off and pick up.
* Work closely with the SEMH and Inclusion Team to put in place an Annex R if necessary.
* 6 weekly multiagency TAF meetings with parents.
* SENCO facilitates identification of hidden learning needs e.g.anxiety, depression or ADHD with GP Team.
* Referral to Educational Psychology and to follow SEMH support from the report.
* Highly personalised curriculum and commission off site alternative
* Provision prior to an EHCP assessment.
 | * Whole school practice that is positive and restorative and aids resolution of conflict peacefully.
* Improved staff confidence in managing behaviour that challenges.
* A sense of belonging.
* Pupils that feel safe in school.
* Reduced risk-taking behaviour.
* Confident and resilient learners. Emotionally aware pupils who can self-regulate.
* Pupils with a positive perception of self.
* Positive engagement and participation in learning. Increased levels of independence within pupils.
* Improved concentration and attention.
* Positive social interaction and relationships with others resulting in improved friendships and relationships.
* Able to work collaboratively and independently.
* Self-aware reflective learners.
* High aspirations of self and can-do attitude to achieving goals
* Reduction in feelings of anxiety, fear, anger
* Risk assessments and care plans that are co-produced with parents and the child.
* Clear emergency procedures and care plans shared with staff, parents and pupils.
* Able to identify emotions that are both comfortable and uncomfortable.
* Better able to manage uncomfortable feelings such as anger.
* Good/Improved attendance.
* Positive educational and social outcomes.
* Improved/Accelerated progress and good levels of attainment.
* Improved emotional and mental health.
* Decrease in incidents of high level challenging behaviour leading to more participation.
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| **Physical and Sensory Needs**  |
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| **Assessment:To ascertain the area of need use the Graduated Response Quickchecker and Assessment Resources.** **Other Assessments to use alongside the GR:*** Occupational Therapy Assessment
* Fine and Gross Motor Assessment
* Bowel and Bladder reports
* Qualified Advisory Teacher of the Deaf or Qualified Advisory Teacher for the Visually Impaired assessments.
* Sensory processing checklist.
 | **Useful Support:** * Regular visits from Specialist Hearing Impairment and Sight Impairment teachers.

Links: * Cerebra online [Sleep Seminars - Cerebra](https://cerebra.org.uk/get-advice-support/sleep-advice-service/sleep-seminars/) Sleep seminars with parents.
* ERIC - The Children’s Bowel and Bladder Charity Free Helpline & Resources [ERIC Helpline - ERIC](https://eric.org.uk/helpline/) and [Information and advice - ERIC](https://eric.org.uk/information/)
* Parent Talk - Diet and Toileting support for children - [Behaviour - Support for Parents from Action For Children](https://parents.actionforchildren.org.uk/behaviour/)
* Public Nursing Team [Health for Kids | Devon](https://www.healthforkids.co.uk/devon/)
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| **Sensory Needs - Visual and hearing Impairment**  |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Close liaison with parents and carers.
* Reduce background noise to improve the acoustic environment.
* Subtitles on audio visual.
* Modified resources e.g. simplified text/language.
* Access to visual clues material - Widgit.
* Modified resources (e.g. large print).
* Low vision aids and specialist equipment e.g. Screen share.
* Differentiated curriculum.
* Preferential seating and position of teacher.
* Uncluttered and well organised learning environment with good lighting.
* Allow thinking time.
* Development of visual learning environments.
* ICT training to increase independent access.
* Social/life skills development.
* Curriculum reflects disability awareness.
* Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers.
* Summarise key points at start and end of lesson
 | * **Individual Pupil Passports written on Provision map programme.**
* When needed, subject specific advice from Qualified Advisory Teacher of the Deaf or Qualified Advisory Teacher for the Visually Impaired.
* (LSA) – using IT, mind maps etc.
* Specialist provision by LSA of physical exercises
* Access to specific resources which aid learning such as use of Immersive Reader on Office 365 to support writing.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Specialist support and interventions e.g. Educational Psychologists (EPs),
* Follow advice from Close liaison with Audiologist, ENT Consultant Ophthalmologist reports.
* Speech discrimination assessment by SALT or Qualified Advisory Teacher of the Deaf.
* Communication and language assessment by Teacher of the Deaf.
* Training – technical support.
 | * Improved speech discrimination.
* Increased subject vocabulary.
* Increase in understanding. spoken language.
* Improved acoustics – reduced reverberations
* Reduced visual fatigue
* Increased retention of key instructions and information
* Improved social inclusion
* Ability to work independently
* Able to record information
* Uses FM to aid better speech discrimination
* Improved levels of achievement
* Able to access learning and school environment
* Improved self-esteem and social / emotional development
* Increased confidence approaching new
* Situations leading to better participation
* Increased confidence and understanding of diagnosis, implications and strategies
 |

| **Sensory and Physical Needs - Sensory / Perception** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Close liaison with parents and carers
* Differentiated curriculum
* Preferential seating and position of teacher
* Allow thinking time
* Summarise key points at start and end of lesson
 | * **Individual Pupil Passports written on Provision map programme.**
* Referral to specialist and Occupational Therapist when required.
* To follow the Sensory toolkit from Vranch House.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Specialist support and interventions e.g. Educational Psychologists (EPs), Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist.
 | * Timely referral and intervention.
* Increased/equal access to the curriculum.
 |

| **Physical Needs - Fine and Gross motor skill development**  |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support - Below ARE** | **Wave 3****Intervention - Well below ARE - My Plan** | **Outcomes**  |
| * Close liaison with parents and carers
* Systems in place to support individuals with mobility needs for fire alarms
* Evacuation Plan in place for children with limited mobility **Personal Emergency Evacuation Plan (PEEP)**
* Differentiated curriculum
* Preferential seating and position of teacher
* Allow thinking time
* Pre-writing activities/warm up
* Curriculum reflects disability awareness
* Daily handwriting practice.
 | * **Individual Pupil Passports written on Provision map programme.**
* Fine Motor skills - Through dough gym or Funky Finger programmes.
* Use of Thera-putty to strengthen fingers.
* Referral to specialist and occupational therapist and Physiotherapy when required.
* Handwriting practice using ‘Right from the start’ Handwriting programme.
 | * **Individual My Plan written on Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist.
* Training and intervention from specialists
 | * Timely referral and intervention.
* Increased/equal access to the curriculum.
 |

| **Medical Needs - Independence and participation and Safety** |
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| **Wave 1****High Quality First Teaching** | **Wave 2****In class Support Below ARE** | **Wave 3****Intervention Well below ARE - My Plan** | **Outcomes**  |
| * Close liaison with parents and carers.
* Awareness of medical needs of pupils in my class.
 | * **Individual Pupil Passports written on Provision map programme**
* Class TA or designated adult responsible for medical needs to follow Individual Health care plan.
* Intimate care plan for children requiring additional toileting support.
* Support from Bowel and Bladder nurses for toileting.
* Class TA and CT to implement a toileting plan and home school communication book.
 | * **Individual Health Care plan (IHCP) written and uploaded to Provision map programme using specialist advice for targets.**
* **EHCP Targets**
* Training for specific medical needs, including Epi- pen for allergies and diabetes delivered by medical professionals.
* Catheter training - Bowel and Bladder nurse to assess staff through written test and visual assessment.
 | * Timely referral and intervention.
* Increased/equal access to the curriculum.
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