

**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** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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/> | | | | |

| **Social Interaction and Development / Flexibility of Thought** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | |

| **Attention and Listening** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | |

| **Understanding Language and Communication** | | | | |
| --- | --- | --- | --- | --- |
| **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 |

| **Expressive *(spoken/ Speech)* language and communication** | | | | |
| --- | --- | --- | --- | --- |
| **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. |

| **Cognition and Learning** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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, | | | | |

| **Reading / Writing/ Recording** | | | | |
| --- | --- | --- | --- | --- |
| **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. |

| **Phonics** | | | | |
| --- | --- | --- | --- | --- |
| **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. |

| **Maths** | | | | |
| --- | --- | --- | --- | --- |
| **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. |

| **Social Emotional and Mental Health** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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/) | | | | |

| **Social Development/ Emotional development and Mental health/ Self-regulation** | | | | |
| --- | --- | --- | --- | --- |
| **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. |

| **Physical and Sensory Needs** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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/) | | | | |

| **Sensory Needs - Visual and hearing Impairment** | | | | |
| --- | --- | --- | --- | --- |
| **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** | | | | |
| --- | --- | --- | --- | --- |
| **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** | | | | |
| --- | --- | --- | --- | --- |
| **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** | | | | |
| --- | --- | --- | --- | --- |
| **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. |