

Whole School Provision Maps

Communication and Interaction Needs

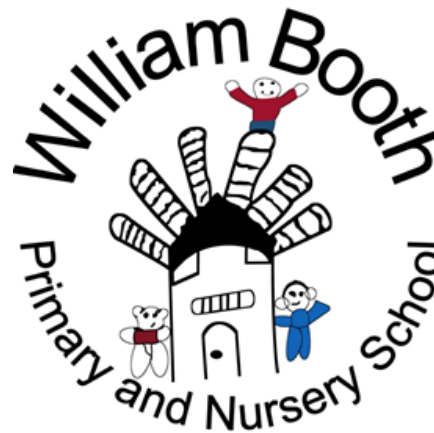
Cognition and Learning Needs

Social, Emotional and Mental Health Needs

Sensory and/or Physical Needs

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)



Communication and Interaction Needs

Intent:

We are committed to developing the communication and interaction skills of all children, including those with an Autistic Spectrum Disorder. These skills are explicitly taught in the Early Years Foundation Stage and developed further throughout KS1 & KS2. Communication is a key feature of our curriculum and our vocabulary rich environment and lessons support all children to access our classroom curriculums. Additional resources, tailored interventions and specialist support enable children with communication and interaction difficulties to develop methods of communicating with others at a level appropriate to the individual child.

Curriculum

BELIEVE values and aims drive the curriculum
Oracy focus across the curriculum
Communication is a key feature of our curriculum and therefore evident within lessons and learning opportunities
Reading underpins all learning
Vocabulary rich learning environments across school
Lessons incorporate collaborative learning
Experiences and opportunities planned to raise aspirations
Enrichment opportunities through visits and visitors in all classes

Quality First Teaching (support to access the curriculum)

Pre Teach
Immediate intervention
Colourful semantics
Dual coding using In Print widgets – to support children's understanding of lesson content
Use of iPads/headphones – recording of a teacher, marking and feedback, instructions
Oracy strategies featured in every lesson
Collaborative learning
Talk partners
Scaffolding (guided groups)
Vocabulary development – use of In Print, working walls, word banks, paired talk, helicopter stories
Visual aids, prompts & props
Pupil progress meetings, including a focus on children making slower than expected progress
EYFS – Communication is prioritised for all children within classroom practices and through interventions

Interventions

Inclusion Base for children with higher levels of communication and interaction needs – including the use of signs & symbols, Intensive Interaction, sensory stories and visual aids
Tailored boosters
Songs and stories to aid language development
Speech and language interventions and programmes
Social Stories

Wider curriculum opportunities

Experience Life after school clubs – sports, drama, choir, dance, games
In Harmony music lessons
Residential offered to all in Yr2-Yr6
Opportunities for all children to apply for roles such as Eco Warriors and school council
Into University for Yr4-6

CPD

Educational Psychologist – 1:1 assessment and support for specific children, SENCO support, consultations with teachers
Autism Team – Good Autism Practice (TAs) and Leading Good Autism Practice (SENCO), Autism Education Trust, PECS, Intensive Interaction, colourful semantics, visual aids
Speech & Language Therapist - 1:1 assessment and support for specific children
Internal staff CPD in Quality First teaching and adaptations, and specific interventions and resources

Cognition and Learning Needs

Intent:

We are ambitious and aspirational in our expectations for children with cognition and learning needs. All children will reach their full potential and achieve the best possible outcomes at our school and in their futures. Our curriculum supports children in developing knowledge and skills and applying these independently. Staff use their knowledge, skills and expertise to adapt learning and opportunities for children with cognition and learning needs. This ensures everyone is able to access the classroom curriculum and wider curriculum activities.

Curriculum

Aims for excellence for all
Creativity and collaboration are key features
Concepts revisited over the years
Immersion in curriculum content is key across school
Knowledge rich, with time spent ensuring understanding
Making links in learning
Experiences and opportunities planned to raise aspirations
Enrichment opportunities through visits and visitors in all classes
Progression maps to ensure progression of disciplinary and substantive knowledge
Reading underpins all learning

Quality First Teaching (support to access the curriculum)

Pre Teach
Workstation areas within classrooms
Immediate intervention
Verbal feedback
Colourful semantics
Dual coding using In Print widgits
iPads – voice recordings, marking and feedback, instructions
Collaborative learning
Mixed ability pairings
Dyslexia friendly resources
Working walls (writing, maths and topic)
Scaffolding
Vocabulary development – use of In Print, working walls, word banks, Oracy strategies, paired talk, helicopter stories
Maths manipulatives – Numicon, Base 10
Visual aids
Whole class reading strategies
Pupil progress meetings, including a focus on children making slower than expected progress

Interventions

Pre Teach
Precision Teach
5 Minute Box
Paired reading
Colourful semantics
Numicon
Tailored boosters

Wider curriculum opportunities

Experience Life after school clubs – sports, drama, choir, dance, games, cooking
In Harmony music lessons
P.E. and swimming lessons
Residential offered to all children Yr2-Yr6
Opportunities for all children to apply for roles such as Digital Leads and school council
Into University for Yr4-6

CPD

Educational Psychologist – 1:1 assessment and support for specific children, SENCO support, consultations with teachers, whole school Precision Teach training
Autism Team – colourful semantics and visual aids
Learning Support Team – dyslexia friendly strategies and resources, dyslexia screening training for SENCO, whole school workstation training
Internal staff CPD in Quality First teaching including adaptations and specific interventions and resources

Social, Emotional and Mental Health needs

Intent:

All children are welcomed and included within the setting and are able to feel a sense of belonging, safety and security. Our focus on the individual developmental needs of children ensures that every child achieves their full potential academically, socially and emotionally. Staff recognise difficulties children may have with social, emotional and mental health and are skilled in addressing and supporting their needs to ensure children with these difficulties are able to access the curriculum alongside their peers. Our whole school systems, bespoke classroom systems and personalised systems for individual children support our pupils to make the best behavioural and personal choices.

Curriculum

Curriculum designed in collaboration with children
BELIEVE values and aims, alongside GEMS, drive the curriculum
Experiences and opportunities planned to broaden horizons and raise aspirations
Enrichment opportunities through visits and visitors in all classes
Lessons incorporate collaborative learning
Curriculum is enriched through projects including DARE, PSHE lessons, music and sports sessions and trips, visits and visitors each year.
Curriculum content includes local and national issues
Use of Oxfam's Curriculum for Global Citizenship

Quality First Teaching (support to access the curriculum)

Whole school behaviour policy –
Restorative approach
Bespoke class behaviour systems
Calm areas within classrooms
Pre Teach
Immediate intervention
Use of iPads/headphones – recording of a teacher, marking and feedback, instructions
Collaborative learning
Talk partners
Visual timetables
Scaffolding (guided groups)
Personalised adaptations to support access the curriculum – movement breaks, Busy Boxes, sensory resources
Pupil voice – Routes 2 Inclusion and annual pupil questionnaire

Interventions

Meet & Greet
Behaviour Lead 1:1 work / group work
DSL with a mentoring role
MHST
Same Page Partnerships – work with parents and child alongside DSL
Routes 2 Inclusion
Incredible 5 point scale
Personalised behaviour systems (rewards and consequences)
Social stories
Comic strip conversations
Regulation Area

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
School council
Playground buddies
Opportunities for all children to apply for roles such as Digital Leads and school council
P.E. and swimming lessons
Residential offered to all children Yr2-Yr6
Into University for Yr 4-6
Mini Police Yr 5

CPD

Educational Psychologist – 1:1 assessment and support for specific children, R2i training, consultations with teachers
Behaviour Support Team – support for specific children and staff
Routes 2 Inclusion – Inclusion Team including SENCO, Behaviour Lead and SEND TA
Internal staff CPD – behaviour, mental health, quality first teaching and adaptations, specific interventions and resources

Sensory and/or Physical Needs

Intent:

We strive to ensure that children with sensory and/or physical needs have the same opportunities and experiences as their peers. Appropriate support, equipment and resources enable children with sensory and/or physical needs to access the classroom curriculum, and personalised provision as required, as well as wider curriculum opportunities. Effective communication and close working relationships with external agencies ensure staff are equipped to understand and meet the needs of the children they work with.

Curriculum

Rich diversity of the school is embraced throughout the curriculum
Aims for excellence for all
Experiences and opportunities planned to raise aspirations
Enrichment opportunities through visits and visitors in all classes
Use of Oxfam's Curriculum for Global Citizenship

Quality First Teaching (support to access the curriculum)

Alternative methods for recording – In Print, iPads, scribes
Dyslexia friendly resources
Working walls (writing, maths and topic)
Visual aids
Classroom environments adapted as needed
School environment includes a hygiene suite, lift and ramps
Specialist equipment – pencil grips, weighted blankets, wobble chair, writing boards
Digital support – iPads and headphones, accessibility features within iPads
Support and strategies from Teacher of Deaf Children as required

Interventions

Tailored curriculum within the Inclusion Base for children with sensory needs (as part of their ASD) – including the use of sensory circuits, sensory stories, messy play and visual aids
Physiotherapy and Occupational Therapy programmes for individual children
Fine motor skills interventions and boosters
Personalised plans for children requiring sensory input to access the curriculum – movement breaks, Busy Boxes

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
In Harmony music lessons – adapted as necessary
P.E. and swimming lessons – adapted as necessary
Sports Day – adapted as necessary
Residential offered to all children Yr2-Yr6
Opportunities for all children to apply for roles such as Digital Leads and school council
Into University for Yr4-6

CPD

Autism Team – Sensory training for all TAs, Good Autism Practice, and Leading Good Autism Practice
Teacher of Deaf Children – regular support for specific children and staff
Physiotherapist - 1:1 sessions and support for specific children
Occupational Therapist - 1:1 sessions and support for specific children
Community Training Team – health related training for staff
Moving and handling training
Internal staff CPD in Quality First teaching and adaptations, and specific interventions and resources