



Provision Map by SEND Category across the School 2020 – 2021

Area of Need	Wave 1 – Quality First Teaching Universal Provision	Wave 2 Targeted and Catch -Up	Wave 3 Personalised/Specialist
	<p>This is what we offer to all children at Knaphill Federation of Schools; high quality everyday personalised teaching with clear objectives, multisensory teaching approaches and measurable outcomes.</p>	<p>Wave 2 provision is additional, time-limited and normally in the form of small group interventions, designed for pupils who need extra support to enable them to catch up with their peers. Pupils do not have to be on the Code of Practice to access these.</p>	<p>If Quality First teaching or Wave 2 has not been enough, Wave 3 provision offers more intensive interventions with more personalised support or specialist expertise.</p>
<p>Cognition and Learning</p>	<p>Differentiated curriculum planning, activities, delivery and outcome Visual aids – good sitting, good listening etc Modelling Visual Timetable Effective use of extra adults in the classroom Range of resources and equipment accessible - number lines/squares, alphabet, sound mats,, key words, days of the week, topic words etc - on display or as table top resources for children to use Appropriate seating arrangements Access to class and school library 1:1 reading opportunities Ongoing assessment, self-assessment, AFL Clear sharing of learning Objectives Writing frames Children’s work displayed and celebrated Examples of children’s and adults’ writing as well as text Talk partners Different styles of questioning Class Charter Independent writing checklist ICT games and software – Purple Mash, phonics Play</p>	<p>In class support Precision Teaching <u>Numeracy Interventions:</u> Rapid Maths Numicon Maths packs <u>Literacy and Reading Interventions:</u> Extra 1:1 reading with Class teacher/Teaching Assistant Additional Guided Reading Fine Motor skills group Phonics group to consolidate Phase 2 and 3 phonics Handwriting groups Colourful Semantics Read, Write, Ink Phonological Awareness Programme Developing Written Language Sound mats, key word cards</p>	<p>Intensive support in 1 or more curriculum areas, including individually prepared materials Structured programme - Individual Support Plan - shared with parents and reviewed termly One to one support as needed Advice/support from outside agencies and support services, for example:</p> <ul style="list-style-type: none"> • Educational Psychologist • Language and Literacy Support Service • EAL support teacher • Bilingual Support



<p>Communication and Interaction</p>	<p>Simple, clear instructions Modelling of appropriate language/responses Time to process information Speaking and listening games and activities - eg memory games, vocabulary games Talk partners – regular rotation Opportunities for role play/small world play Use of open ended questions during group and whole class sessions Use of visuals to aid learning Appropriate seating arrangements Class circle time 'Show and Tell' sessions Varying fonts 'Time to talk' box</p>	<p>Pre teaching vocabulary Social skills groups Lego Therapy Attention Bucket Language for Thinking Time to Talk Teaching Children to Listen Sequencing - pictures/text Barrier Games Social Stories Black Sheep Press activities Speaking and listening games and activities - memory games, vocabulary games Voice recorders Cameras, video recorders</p>	<p>Social stories Makaton PECs Colourful Semantics Intensive Interaction Cartoon strips Visual timetable PORIC Now/Next board Lego Therapy</p> <p>Advice/support from outside agencies to develop programmes and strategies, for example:</p> <ul style="list-style-type: none"> • Speech and Language support from SALT • Autism Outreach support - Freemantles
<p>Social, Emotional and Mental Health</p>	<p>Whole school behaviour policy Class rules/class charter Positive praise and behaviour strategies used by all adults Class reward systems promoting behaviour eg certificates, Celebration Assemblies, monitors Rich PSHCE/PSED curriculum Mixed ability grouping Circle Time Golden Time Language of respect through Rights Respecting (UNICEF) Magic Moments/Proud Cloud Pupil Parliament Eco Council 'Time to Talk' box</p>	<p>Social skills group Playground buddies/mentors Friendship Bench Small group circle time Use of 'Time Out' - calm down area or box with calm down items in it Incredible 5 point scale Emotions cards Social stories Happy Books/Home School communication books Structured Lunchtimes Lego Therapy Pupil Parliament discussions Reward systems Self-esteem booster – circle time ELSA sessions Pastoral Family Support Worker</p>	<p>Consistent use of behaviour programmes which clearly outline rules, positive reinforcement and appropriate sanctions Risk Assessments and Action Plans Staff trained in Positive Touch One to one support where needed, including additional support at break times and lunchtime Individual workstation Fiddle toys, weighted lap cushion, carpet spot Individual reward systems, sticker charts etc Calm Area</p> <p>Individualised programme or support/advice from:</p> <ul style="list-style-type: none"> • Behaviour Support • CAMHS • Autism Outreach at Freemantles • Educational Psychologist • Primary mental Health Worker



<p>Sensory and/or Physical</p>	<p>Flexible seating arrangements Range of resources – pencil grips, adapted scissors etc School medical plans and Alert cards Access to drinking water Well lit and ventilated workspaces Movement Breaks Adapted resources such as large font, coloured paper Sloped writing desk Standing desk Sensory Garden Trim Trail Brain Gym Disabled access Disabled toilets</p>	<p>Allowing extra time to complete tasks OT Resource pack activities - Handies and Vizzies Use of coloured overlays Use of pencil grips, sloping boards, wobble cushions, fiddle toys, chew toys, weighted lap cushions, carpet spots etc Handwriting and Fine Motor Skills groups Sensory Circuits Ear defenders Learnpad – handwriting sounds Dark tent</p>	<p>Specialist equipment eg chairs ICT for communication Adapted materials for children with sight difficulties Minor modifications to buildings e.g. ramps, toilets, car parking Individual Sensory Sessions Risk Assessments and Action Plans</p> <p>Individual programmes and advice/support from:</p> <ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy • School Nurse • Physical and Sensory Support Service
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