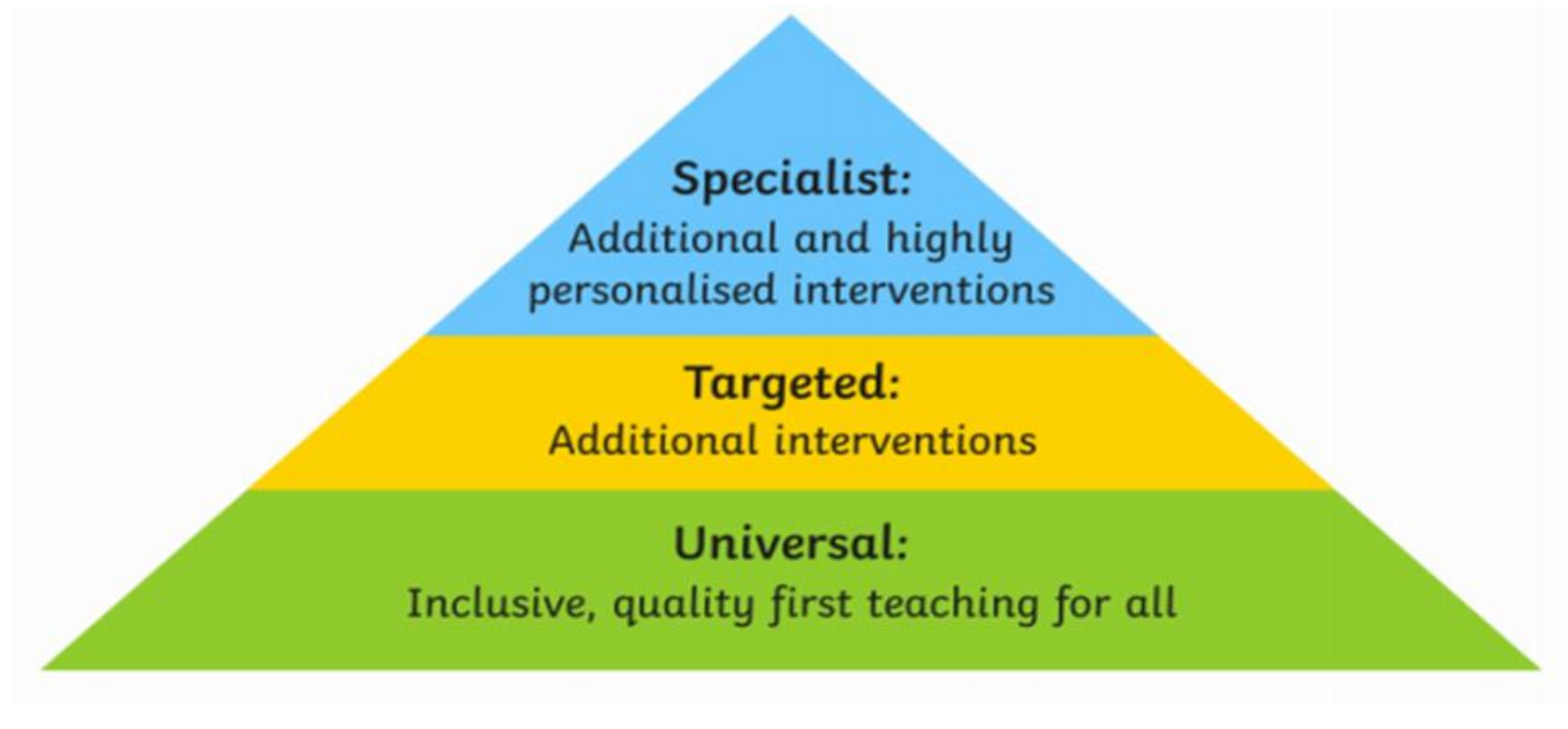
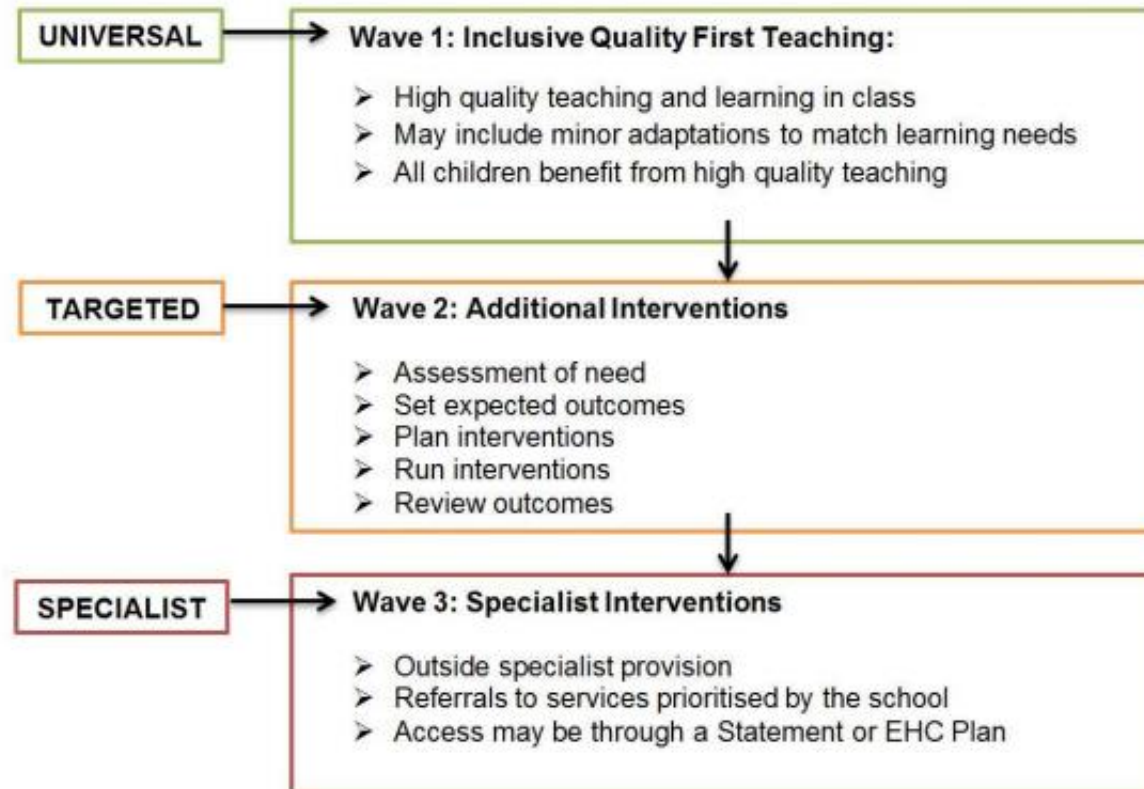


## ST NEOT SCHOOL PROVISION MAP FOR SUPPORT



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

## **ST NEOT SCHOOL PROVISION MAP FOR SUPPORT**

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

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

## ST NEOT SCHOOL PROVISION MAP FOR SUPPORT

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

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

## ST NEOT SCHOOL PROVISION MAP FOR SUPPORT

Cognition and Learning		
Universal Wave 1	Targeted Wave 2	Specialist Wave 3
<p>Differentiated curriculum planning</p> <p>Pitched questioning</p> <p>Modelling of skills</p> <p>High expectations</p> <p>Success criteria</p> <p>1:1 and group reading</p> <p>Guided writing</p> <p>Visual dictionaries</p> <p>Word mats</p> <p>ICT to support learning</p> <p>Writing frames</p> <p>Numicon</p> <p>Learning displays</p> <p>Challenge tasks</p> <p>Support from Teaching Assistant</p> <p>Different learning styles are adopted</p> <p>Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Specific Learning Disorders e.g. Dyslexia (SpLD)</p> <p>Next steps in marking(www)</p> <p>All children's progress and attainment is assessed and tracked throughout the year</p>	<p>Top Marks Maths</p> <p>SPaG group(Spelling,Punctuation and Grammar)</p> <p>Paired Reading</p> <p>Reading Plus</p> <p>Systematic Synthetic Phonics Groups</p> <p>Developing Written Language Skills</p> <p>Developing Phonological Awareness</p> <p>Developing Written Language Skills</p> <p>Task boards to break down tasks into manageable chunks</p> <p>Precision Teaching</p> <p>Pre-teaching of vocabulary</p>	<p>Intense (1:1) support in core and foundation subjects</p> <p>Individualised Highly Focused Curriculum to support learning</p>

## ST NEOT SCHOOL PROVISION MAP FOR SUPPORT

Communication and Interaction		
Universal Wave 1	Targeted Wave 2	Specialist Wave 3
<p>           Differentiated curriculum planning            Modelled speech/language            Modelled Interaction            Targeted questioning            Talking partners            Group work            Whole class circle time            Class visual aids and prompts            Visual timetables            Key words/word banks            Drama activities            Sequencing activities            Additional processing time            Simplified Language            A range of questions used so children develop and give better answers            Opportunities for individual, pair, group or whole class working            Regular communication through informal and formal meetings eg.parent's evening            Class and special assemblies            Role play and Drama         </p>	<p>           Pre-teaching of vocabulary            Nurture group (social skills &amp; self-esteem)            Communication book activities         </p>	<p>           Individual visual timetables            Individual visual communication system            Targeted work from Speech and Language therapy            Language for Thinking (1:1)            Targeted work from Learning and Language (LLS) support            ASD Outreach support         </p>

## ST NEOT SCHOOL PROVISION MAP FOR SUPPORT

Sensory and Physical		
Universal Wave 1	Targeted Wave 2	Universal Wave 3
<p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting etc.</p> <p>Additional movement breaks</p> <p>School building is accessible for all</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Seating plans or group tables are used</p> <p>Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p>	<p>Use of specialist equipment</p> <p>Pencil grips</p> <p>Coloured overlays</p> <p>Sloping boards for desks</p> <p>Adapted cutlery</p> <p>Fidget kits</p> <p>Gross motor programmes</p> <p>Balance boards</p> <p>Trim trail</p> <p>Fine motor programmes</p> <p>Write from the start</p> <p>Large keyboard for computer work</p>	<p>Individual work station</p> <p>Social stories</p> <p>Targeted work from Occupational Therapy, Visual Team and Habilitation Team</p> <p>ICT program to develop keyboard skills</p>

## ST NEOT SCHOOL PROVISION MAP FOR SUPPORT

Social, Emotional and Mental Health		
Universal Wave 1	Targeted Wave 2	Specialist Wave 3
Differentiated curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons using SEAL Whole school assemblies Class circle time Talking partners Class visual timetable Golden time Visual reward systems House point system Time out Timers & stress relievers Emotion/social resources Positive touch praise and high expectations Whole class behaviour charts e.g. house points certificates Class Monitors, School council Fiddle objects	Nurture group (social skills & self-esteem) Conversation group Individual reward system & behaviour logs Additional support at playtime (break time and lunchtime clubs) Transition support Involvement from the Home School Link Worker (HSLW)	Drawing and Talking Programme Individual work station Individual social stories to teach specific social skills Targeted work from –Visual Support, Speech and Language, Habilitation