

Wrenthorpe Academy
Provision Map by SEN Category Across School and Transition

Area of Need	Quality First Teaching For All Children	Targeted Support Individuals or Small Groups	Specialised Individual Support
<p><u>Communication and Interaction</u></p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language and instructions, giving processing time • Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving • A range of strategies to help pupils overcome barriers to learning e.g. increased visual aids, use of models, pre-teaching • Use of 'Talk Partners' to promote peer tutoring and learning • Visual timetables • Organisation of the classroom environment is conducive to learning • Stimulating and interactive displays which promote and support the learning and display of children's work around school • Behaviour Policy consistently applied across school • Positive praise and behaviour strategies used by all adults • Structured and consistent school and class routines • Clear and consistent marking policy used throughout school which encourages children to respond to marking and amend own work • Time given to children to respond to marking • Quality feedback given (verbal and written) • 'Achievement Assembly' to celebrate what pupils have done both inside and outside school • Circle Time activities in classes • School Council meet regularly to discuss issues. 	<ul style="list-style-type: none"> • Learner Profiles and Supporting Me To Learn Plans • Access to Communication, Interaction and Access Team (CIAT) and Speech and Language Therapy service (SALT) • Targeted Group Interventions which are reviewed annually, for example: Time To Talk, Talkabout for Children, Socially Speaking (targeting speaking, listening and social skills) • Music Interaction Intervention 	<ul style="list-style-type: none"> • Learner Profiles and Supporting Me To Learn Plans • Access to Speech and Language Therapist including CIAT Speech and Language work • One to one speech and language programmes from SALT • Access to EP • Support from CIAT • Support for alternative forms of communication e.g. use of Assistive Technology • Individual Work Stations • One to one support for children identified as needing adult guidance and support to access the curriculum • Flexible timetable • Start and Finish boxes • Now and Next boards • Visual prompt cards • Social Stories • One to One Read, Write Inc phonic intervention • Where needed individualised and personalised support is given within the classroom to access the Curriculum at a differentiated level.

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<p><u>Cognition and Learning</u></p>	<ul style="list-style-type: none"> • Access to a creative curriculum which makes links between different curriculum areas • Differentiated curriculum planning, activities, delivery and outcomes ensure all children can access learning • Engaging lessons that recap on prior learning • Differentiated questioning including open ended questions to challenge and stimulate discussion • Observation and assessment of what a child already knows understand and can do to inform future planning through formative assessment • Observations and summative assessment linked to the National Curriculum Programme of Study • A range of strategies to help pupils to overcome barriers to learning e.g. use of models, images, pre-teaching, writing frames and word banks • Tasks are clearly explained, repeated and modelled • Organisation of the classroom is conducive to learning • Equipment and resources are clearly labelled and accessible • Increased visual aids/modelling/practical equipment • In-class support from teacher/TA • Systems of marking and assessment track children's progress and show them how to move forward • All children have a reading book at their level to take home to read • Very clearly labelled and organised library with a wide variety of fiction and non-fiction books 	<ul style="list-style-type: none"> • Learner Profiles and Supporting Me To Learn Plans • Read, Write Inc Intervention • Access to Learning Support Service for recommendations to support individual needs • Targeted group interventions which are reviewed annually, e.g. Fit To Learn (targets fine and gross motor skills) • Targeted individual interventions (specific to the needs of the child) e.g. Lexia which targets spelling and comprehension • Specialist resources e.g. sloping desk to assist handwriting and posture, coloured overlays for children with dyslexia 	<ul style="list-style-type: none"> • Learner Profiles and Supporting Me To Learn Plans • One to one support for children identified as needing adult guidance and support to access the curriculum • Purchased specialist interventions to support learning e.g. Clicker(a computer programme to support writing) • Learning Support Service works with individually identified children, observing, assessing and providing support to enable them the access the curriculum • Support from EPS • Support from VI/HI Service • Rainbow Words interventions • Individual support in class for specific areas of the curriculum e.g. phonics, maths, reading and writing • Where needed individualised and personalised support is given within the classroom to access the Curriculum at a differentiated level

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	which children can access and borrow from weekly		
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<u>Social, Emotional and Mental Health</u>	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school rules - consistent throughout school • Whole school reward and sanction systems • Class expectations and rules • Achiever of the Week certificates presented in whole school weekly Achievement Assembly • Achiever of the Term, Reading and Maths achievement certificates presented every Half Term in Achievement Assembly • Class assemblies to share work done • Circle Time in class • Class responsibilities • Whole school responsibilities - Colour Team Captains, Peer Reading, Head Boy and Head Girl • Water bottles in classrooms • Corridor displays celebrate children's work • Key Stage 1 and Reception performances and Year Six pantomime • After School Clubs • Attendance Monitored 	<ul style="list-style-type: none"> • Learner Profiles and Supporting Me To Learn Plans • Access to EPS for advice and recommendations to support individual needs • Targeted group interventions which are reviewed annually e.g Socially Speaking and Talkabout for Children • Access to a quiet area when identified children need some space away from the classroom • Friendship/self-esteem/confidence/resilience groups organised as need arises • Support for unstructured times • Transition planning, support and liaison 	<ul style="list-style-type: none"> • One to one TA led sessions to develop self-esteem, confidence, develop anger management strategies etc. • Social Skills Intervention Groups e.g. Time to Talk • Support from CAMHS when needed • Support from CIAT • Support from SEMH service who may work individually with identified children, observing, assessing and providing support • Access to Future In Mind consultants • Access to equipment e.g. 'fiddle' toys • Access to quiet area in times of stress • Individualised timetables • Playground support • Individual and in-class support where children are identified as needing adult guidance to access the curriculum • Home/School liaison

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<u>Sensory and Physical/Medical</u>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Training for all involved adults if appropriate • Staff awareness and understanding of implications of the difficulty • Accessible environment • Carpeted classrooms to reduce background noise • Writing slopes • Pencil grips • Healthy, varied meals on offer at lunchtime 	<ul style="list-style-type: none"> • Learner Profiles and Supporting Me To Learn Plans • Health/medical plans • Intimate Care Plans • Medications stored and administered as required • Specialist resources available in classrooms to support physical and sensory needs • Accessibility Plan • Individual planning to enable, where possible, children with physical difficulties to access PE lessons • Access to Occupational Therapy services, Physiotherapy services, VI and HI services and CIAT for recommendations to support individual needs • Targeted group interventions which are reviewed annually e.g. Fit To Learn, It's In A Little Bag • Access to a quiet room when identified children need some space away from the classroom 	<ul style="list-style-type: none"> • Occupational Therapy services, Physiotherapy services, VI and HI services and CIAT work individually with identified children, observing, assessing and providing support to enable them to access the curriculum • One to one for children identified as needing adult support and guidance to access the curriculum • One to one support to monitor blood sugar levels/food intake for pupils with diabetes • Access to trained staff to support medical condition • Individual programmes planned and assessed to support individual targets • Individual PE planning for identified pupils to develop skills • Adaptations to classroom and school building when required (see Accessibility Plan)

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<u>Transition</u>	<ul style="list-style-type: none"> • Visits to next school • Work in class on what pupils might be looking forward to or might be worried about when going to a new school 	<ul style="list-style-type: none"> • Transition work carried out in a small group on how to organise equipment and homework, how to make new friends, what to do if they have worries etc. 	<ul style="list-style-type: none"> • Pupil centred meeting with staff from current school, next school, parents and any involved outside agencies • Plans drawn up to ease transition eg. additional visits, named member of staff to contact