

Woodlea Primary School Provision Map 2023-24

SENDCo – Miss Jennifer Rice

Wave 1: Universal – all children will have access to this provision

Wave 2: School and Targeted Support – This level of support is for those children who require additional support offered in Wave 1/Universal. This may include a short term intervention to support ‘catch up’, to working with outside professionals to support longer term targets. Access to high level Wave 2 support may require an application for an Educational Health Care Plan (EHCP).

Wave 3: Specialist support - Statutory Assessment/EHCP – This level of support is for those children in receipt of and Educational Health Care Plan (EHCP). In some circumstances some children in Wave 2 may receive Wave 3 support.

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<p>Appropriately adapted planning for learning</p> <p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Use of a range of visual aids/modelling such as word banks, writing frames and concrete math’s materials</p> <p>Visual timetables</p> <p>Support from TA within the class: to support the children’s independent learning – task boards, writing frames, understanding of task, small group work</p> <p>Use of Metacognition strategies</p> <p>Reciprocal Reading approach to whole class and guided reading sessions</p> <p>Parent/teacher consultations</p> <p>Staff aware of children’s needs with thorough transition meetings/plan.</p>	<p>As for Wave 1 plus:</p> <p>1:1 support (in specific areas e.g. daily reading)</p> <p>Precision Teaching</p> <p>Targeted Intervention – Little Wandle Catch Up R-Y3, Project X</p> <p>Increasing differentiation (personalised learning programme)</p> <p>Pre-teaching - Maths</p> <p>Access to specialised equipment e.g. laptop for writing</p> <p>Access to outside agencies e.g. STIPS, Freemantle, Educational Psychologist/AANT</p> <p>Lexia – KS2 including Lexia club</p> <p>Timestable Group</p> <p>Plus 1, Power of 2, Timetables</p> <p>Touch typing</p>	<p>As for Wave 1 and 2 plus:</p> <p>Highly differentiated curriculum</p> <p>High level of in class support</p> <p>Annual review process and monitoring</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p>
Communication and Interactions	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Visual timetables</p> <p>Support from TA within the class: to support the children’s independent learning – task boards, writing frames, understanding of task, small group work</p> <p>Differentiated use of language in classroom</p> <p>Visual support</p> <p>Teacher modelling</p>	<p>As for Wave 1 plus:</p> <p>Speech and Language programme</p> <p>Specific speech and language strategies to be used in class</p> <p>Specific teaching of social skills with Zones of Regulation or ELSA</p> <p>Social stories and comic book conversations</p> <p>Support for transition between tasks e.g. Now and Next board</p> <p>Access to outside agencies e.g. Linden</p>	<p>As for Wave 1 and 2 plus:</p> <p>Regular input from speech therapist</p> <p>Daily speech therapy</p> <p>Staff trained and skilled in teaching children/young people with significant communication and interaction needs</p> <p>Staff trained and skilled in responding to challenging behaviours</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p>

	<p>SSP – Little Wandle Reciprocal reading approach/Little Wandle guided reading to clarify vocabulary in all year groups. Topic vocabulary and steps to success displayed for subjects Key vocabulary for topics displayed in class.</p>	<p>Bridge ASD Outreach, Speech and Language Therapist</p>	
<p>Social, Emotional and Mental Health</p>	<p>Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties Consistent use of the schools behaviour policy by all staff including regular reinforcement of positive behaviours Zones of Regulation Visual timetables Reward systems Positive praise</p>	<p>As for Wave 1 plus: Access to ELSA Targeted Intervention e.g. Zones of Regulation Access to safe space Adapted timetable Access to resources such as fidget tool, wobble cushion Break or lunchtime support Calm and consistent approaches in place to manage behaviour by all staff Awareness of pupils' individual needs shared across staff team Activities broken into achievable chunks Reduced language at times of anxiety Access to outside agencies e.g. CAMHS, STIPS, YMCA, Barnados, Learning Space</p>	<p>As for Wave 1 and 2 plus: 1:1 support as appropriate Regular access to Learning Mentor/ELSA Staff trained and skilled in supporting children with very challenging behaviour A highly modified learning environment Adaptations for trips and additional staffing where needed Individual costed provision map Individual Support Plan</p>
<p>Physical and/or Sensory</p>	<p>Differentiated curriculum planning, activities, delivery and outcome Support from TA within the class to support the children's independent learning – task boards, writing frames, understanding of task, accessing resources and equipment etc. Fidget tools Movement breaks to support learning where necessary Equipment and resources as recommended to support access Reasonable adjustments made to ensure access to curriculum and environment Classroom positioning requirements to enhance access Access to trim trail and outdoor woods</p>	<p>As for Wave 1 plus: Sensory resources Occupational Therapy resource pack Direct intervention (Targeted Support) Access to specialist services e.g. PSS, OT, Physio Follow programme from specialist service Touch typing Letterjoin handwriting Coloured Overlays</p>	<p>As for Wave 1 and 2 plus: Occupational Therapy Physiotherapy Equipment arrangements Adapted resources Adapted environment Adapted curriculum to allow access e.g. scribe Sensory breaks from the classroom Adaptations for trips and additional staffing where needed Individual costed provision map Individual Support Plan Emergency Evacuation Plans (PEEP)</p>