

Provision Mapping Newtown Linford

The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

UNIVERSAL APPROACH



Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice:

SEN SUPPORT



If your child requires support in addition to the Universal Approach they may receive the support listed below:

COGNITION AND LEARNING

Universal Approach

High expectations of children and appropriate challenge for all
Clear learning objectives and differentiated outcomes, clear instructions

Clear feedback and next steps in their learning – children involved in the process and given time to respond

Behaviour for Learning at the heart of lessons/school ethos

Learning walls to support key learning points

Time to talk things through with a Talk Partner or in groups before feeding back to class

Access to ICT in particular iPads to help reduce barriers to learning

Writing frames or alternatives to written recording when writing is not the primary objective

Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals

Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc

COGNITION AND LEARNING

Universal Approach

Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place

**Personalised and differentiated teaching, including questioning
Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions**

Differentiated curriculum planning, activities, delivery and outcome

Visual timetables

Illustrated dictionaries

Use of writing frames

TA in class support

Use of symbols

Structured school and class routines

COGNITION AND LEARNING

SEND Support

1:1 reading

Phonics (group and 1:1)

Writing intervention

Numicon and concrete maths activities

Maths 'Keep up groups'

Nessy Small Group and 1;1

Speed reading 1;1

Additional Maths Support (1;1, 1;2 or small group)

Support for word building and high frequency word recognition

In class support from TA

Spelling practice groups

Additional individual reading

Memory skills training

Computer programmes: 1:1 and small, My Maths, Nessy, Clicker Docs

Communication and Interaction

Universal Approach

Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language

Increased visual aids / modelling etc

Visual timetables

Use of symbols

Structured school and class routines

Communication and Interaction

SEN support

In class support with focus on supporting speech and language (daily, 1:4, TA)

ICT – Clicker 4 (As appropriate)

Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme

Input from Autism Outreach Team

Visual organiser

ICT – Communicate in Print 2 Socially

Speaking

Social Stories

Lego Therapy Group

Social, Emotional and Mental Health Difficulties

Universal Approach

**Whole school positive behaviour policy
rotating around the school's core values**

**Reward System, certificates, Head teacher
certificates**

Assemblies: Weekly reflections

Celebration Assembly once a week

Home school record

Social, Emotional and Mental Health Difficulties

SEN support

Small group Circle Time

Social Skills group

Individual reward system

Peer mentoring (as appropriate)

Nurture group intervention

Nurture transition support

Forest School

Mindfulness

Year 6 transition support

SENSORY AND/ OR PHYSICAL NEEDS

Universal Approach

Flexible teaching arrangements

Staff aware of implications of physical impairment

Pencil grips

SEN support

Fine & Gross Motor Skills group 'Physical Literacy'

Additional handwriting practice

Individual support in class during PE and lunch time

Reasonable adjustments to environment to support access