

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

PROVISION MAPPING 2016-2017

Area of Need	All pupils where appropriate Wave 1	Catch-Up Wave 2	SEN Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc. Visual timetables Illustrated dictionaries Use of writing frames Access to word processor TA in class support	ELS programme (daily, 1:5 with TA) Making Maths Meaningful programme In class support from TA (approx. 2 hours weekly) Multi-sensory spelling practice groups (2 x 15 min, 1:6, TA) Guided Reading Groups(weekly 1:6 with TA)	Additional individual reading (3 x weekly, 1:1, TA) Additional individual phonics (3 x weekly, 1:1, TA) Toe by Toe Memory skills training (1 x weekly, 1:3, SENCO)
<i>Communication and Interaction</i>	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	In class support with focus on supporting speech and language (daily, 1:4, TA) Focussed work in class to develop speech and language (targeted children)	Speech and Language support (speech therapist and/or TA) Input from Autism Outreach Team Visual organiser ICT – Writing with Symbols
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on Restorative Approach Class rules / Class charter Class reward systems (Behaviour Ladder etc.) Gold Card Club / Top Table Circle Time	Small group Circle Time (as appropriate, 1:6 or 8, TA or CT) Nurture groups (small groups as necessary) Mindfulness sessions (small groups as necessary) Home – school record (daily)	Individual counselling (weekly or as appropriate) Individual reward system Home – school record (daily) Peer mentoring (as appropriate) In class support from TA (approx. 25 hours weekly)
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes	Brain gym exercises (daily, x 5 min, CT) Additional handwriting practice (2 x 15 min, 1:6, TA) Wobble Cushions Pencil grips, scissors etc.	Individual support in playground and during lunch time Physiotherapy programme Occupational Therapy Squeeze toy Specialist seating