

Provision Map for the 4 main areas of SEN at Holy Cross Catholic Primary Academy 2021/22 onwards

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Area of need	Wave 1 Quality First Teaching	Wave 2 wave 1 plus additional, time-limited, tailored intervention support programmes	Wave 3 wave 1 and 2 plus increasingly individualised programmes (evidence based)
Cognition and Learning	<p>Differentiated curriculum planning. Teacher/TA support. Additional targeted regular phonic support. Guided reading with possible extra sessions for targeted support. Hover support. Visual timetables and other visual aids. Language rich environment with visual support. Use of writing frames/scaffolds. Pie Corbett – talk for writing. Visual steps to success. Access to ICT. Team teaching/modelling. Access to whole-school homework clubs. Modified curriculum. Basic skills course. Revision support. Working walls. Attitude to learning support from Class teacher / TA. Golden time reward in addition to in-class reward systems. Mixed ability grouping. Talk partners. Paired reading. Monitored Self-differentiated work. Visual cards for all – green (I am ok) red (I need help) Mastering Maths NCETM</p>	<p>Literacy and Numeracy catch-up interventions. Phonological awareness programme. Daily phonic support. Booster lessons, including support for exam preparation. Scaffolding responses to questions. Modelling tasks. Visual / chunked scaffolds for tasks – modelled by staff Targeted in-class support from TA. TA to pre-teach key vocab and concepts. Daily revision and skill building sessions for key skills – closing the gap. (interleaved and cumulative learning) Precision Teaching. Reduced/increasingly individualised timetable. 5 minute box 1 work for phonemes and word level work. Toe by Toe. Word Aware. Overlearning box for skill rehearsal. Learning Mentor access. Metacognition. Mind mapping. Regular visual or auditory memory work with Class Teacher/TA/LSA. Visual planners / checklists - to aid autonomy. Chunking tasks. Attitude to learning focus with Learning Mentor. Social stories. Personalised homework programme and support packages – regular reviews with parent/s and class staff/SENCO. Attendance support programme (Head/Deputy/Learning Mentor/Inclusion Manager working with family and child/ additional services where needed) Advice from educational psychology/specialist teacher for PNI/ Inclusion Partner or paediatrician/specialist – OT/Physio etc., one planning environment</p>	<p>Personalised learning programme. LSA support. Additional access to TA for 1:1 delivery of personalised programme. Small group or one to one literacy/numeracy support. – evidence based programmes and tailored packages. Involvement of specialist teacher for PNI Inclusion Lead /Educational Psychologist or NHS specialist. Precision teaching- daily. Reduced/ increasingly individualised timetable. Brain breaks / movement breaks 1:1 focused work in a quiet distraction free zone. Exam concessions. Metacognition. Reciprocol teaching. Multi-sensory teaching and learning. Narrative therapy. Use of additional ICT to engage with or record learning. Access to I-pad / laptop. Touch typing programme instruction. Access to school clubs. Monitored access to work station for 1:1 personalised learning. Regular planning meeting with child and family led by SENCO. Regular Specialist input. EHCP guidance and targets/strategies.</p>

Area of need	Wave 1 Quality First Teaching	Wave 2 wave 1 plus additional, time-limited, tailored intervention support programmes	Wave 3 wave 1 and 2 plus increasingly individualised programmes (evidence based)
<p>Communication and interaction</p>	<p>Differentiated curriculum planning. In-class TA support or targeted teacher support. Visual timetables and other visual aids. Use of writing frames. Access to ICT. Team teaching/modelling. Use of modified language. Use of symbols Structured school and class routines Environmental clues (location systems) Access to a range of talk partners. Paired reading and writing. Playtime buddy system. Language programme in place – based on initial assessment of need – monitored for referral to therapist.</p>	<p>Targeted in-class support with a focus on speech and language. Use of additional ICT. Access to social skills group. Time to talk. Socially speaking. Social stories. Pre-teaching topic vocab. Mind mapping. Word mapping. Visual dictionary (personalised). Peer support through mixed ability work. Peer mediation and play leader access. First and then / choice boards / visual timetable chunked Access to regular visits from Speech and Language therapist. Access to Black Sheep Press programmes to develop speech sounds and early expressive speech. Mommy Speech Therapy resources Access to personalised targeted support discussed with ELKLAN trained staff. Advice from Speech and language Therapy services educational psychologist/Inclusion Partner. one planning environment speech programme and time for staff to deliver 3X per week and instil in everyday learning</p>	<p>Access to Class teacher in addition to TA . Delegated LSA time. Time to deliver specific language support programme/attendance at SLT sessions Small group or one-to-one support for language. Kinaesthetic approaches to learning and teaching. Chunking instructions. Time to respond. (10 second rule) Regular social skills group. Speech and language support/ advice. Personalised programmes – tracked. Makaton. Additional ICT. Access to I-pad / laptop. Alternative resources including application of ICT to record work. Writing with symbol. Colourful Semantic work. Narrative therapy. Lunchtime support assistant. Language steps. Focus on blanks. Specific development of ability to understand and respond to Information Carrying Words (ICWs) through targeted support. Block therapy sessions from Specialist. Regular planning meeting with child and family led by SENCO, with specialist involvement where possible. EHCP guidance and targets/strategies.</p>

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Emotional Behavioural and Social	<p>The school mission statement.</p> <p>Whole-school behaviour policy, rules, reward and sanction systems including Golden time reward.</p> <p>Visual cues for expectations – attention for learning and voice levels.</p> <p>Classroom rules.</p> <p>Squeeze/ fiddle object.</p> <p>Specific seating arrangements to enhance engagement and positive interaction.</p> <p>Responsibilities awarded to engage.</p> <p>Circle time.</p> <p>Lunchtime club</p> <p>Playtime buddy system.</p> <p>PSHE focused work</p> <p>Peer mediation</p> <p>PSHE Jigsaw scheme</p> <p>Core values</p> <p>Peer mediation</p> <p>Play leader access.</p> <p>Relaxation – whole class.</p> <p>Visual timetables and other visual aids.</p> <p>Rating scale tracker work with class teacher.</p> <p>Clear consistent routines, boundaries, task completion, rituals and calming behaviours.</p> <p>Use role models.</p> <p>Soothing, supportive, non-verbal positive care routines.</p>	<p>Group circle time</p> <p>Work-related learning.</p> <p>In-class support related to behaviour targets/ access/ safety.</p> <p>Timers.</p> <p>Additional tutor group support.</p> <p>Consistent Management Plan.</p> <p>Clear and consistent expectations from all adults.</p> <p>Application of 4 positives to one negative.</p> <p>The sandwich effect.</p> <p>Access to Counsellor – Brentwood Catholic Children’s Soc.</p> <p>Social Skills group.</p> <p>Anger / behaviour management group with Learning Mentor.</p> <p>Bear cards.</p> <p>Additional access to the Learning Mentor – during class sessions / playtimes.</p> <p>Garden of memories.</p> <p>Prayer group.</p> <p>Emotional Literacy development work.</p> <p>Feelings ball.</p> <p>Story book support – the huge bag of worries, ruby in the rubbish bin, various stories to discuss emotional experiences.</p> <p>Personalised targets and reward systems.</p> <p>Raised communication with the family</p> <p>Home school diary / communication / reward book.</p> <p>My fantastic achievement record.</p> <p>Self-esteem sessions (with Learning Mentor).</p> <p>Time out area access to support regulation.</p> <p>Black sheep press – programme – ‘Talking about School’.</p> <p>ABC analysis record or analysis forms - Essex Behaviour file.</p> <p>Group relaxation sessions.</p> <p>Peer mediation and play leader access.</p> <p>First and then board / choice board. High visuals.</p> <p>Circle of friends board. (to build or increase peer relationships)</p> <p>Rating scale tracking work with Learning mentor / SENCO and class teacher</p> <p>One Planning environment</p> <p>Advice from educational psychologist/Inclusion Lead or NHS specialist.</p> <p>EWMHS- emotional/well-being/mental/health/services</p>	<p>Small group or one-to-one support for social skills.</p> <p>Additional access to LSA / TA for 1:1 targeted support.</p> <p>Time to talk.</p> <p>Socially speaking.</p> <p>Think good feel good programme.</p> <p>Individual counselling or peer mentoring.</p> <p>Individual reward system.</p> <p>Reintegration programme.</p> <p>Raised MDA support or access to learning mentor / Lunchtime support assistant.</p> <p>Pastoral support plan</p> <p>Time out space to regulate</p> <p>Resilience training</p> <p>Restorative justice</p> <p>Smart thinking programme</p> <p>Cognitive Behaviour Therapy</p> <p>Individual relaxation training and small group sessions.</p> <p>Access to relaxation box or area.</p> <p>Fun Friends, friends for life programme</p> <p>Support for after school clubs.</p> <p>Access to EWMHS</p> <p>EWO involvement with Head teacher and family/Attendance officer, learning mentor & Inclusion manager.</p> <p>Regular planning meeting with child and family led by SENCO/Specialist involvement.</p> <p>EHCP guidance and targets/strategies.</p>

Area of need	Wave 1 Quality First Teaching	Wave 2 wave 1 plus additional, time-limited, tailored intervention support programmes	Wave 3 wave 1 and 2 plus increasingly individualised programmes (evidence based)
<p>Sensory and Physical</p>	<p>Flexible teaching arrangements Visually rich environment. Deaf-friendly community. Visual timetables and other visual aids. Pencil grips. Brain gym. Improved accessibility of building. Ramps Wobble cushion Bounce ball Active movement breaks Learning walks/environmental checks related to sensory needs – sight, touch, sound . . . Moving and handling training. Consideration to lighting, position of class resources and the staff giving instruction. Noise levels controlled to maximise engagement with learning. Alternative seating arrangements where necessary.</p>	<p>Additional keyboard skills training Additional fine motor skills practise Teodorescu – write from the start programme – regular practice delivered by TA Focused structured letter formation programme from ‘c’ blend onwards. Alternative writing equipment with limited use of pencil and paper – building up over time. Alternative resources including application of ICT to record work. In-class support for supporting access/safety Additional awareness or provisions to create a secure environment which supports sensory needs. Access to prams/wheelchairs for school visits. Access to specialist equipment to develop independence eg: scissors. My profile page/ one plan/ personal targets Advice from educational psychologist/PNI specialist teacher or NHS specialist.</p>	<p>Additional access to LSA / TA for 1:1 targeted support. Specific seating plan. Finger gym activity box and dedicated regular exercise delivered by TA. Writing slope. Individual support for appropriate subjects in class or during lunchtime. Physiotherapy and occupational therapy programme. Access to specialised ICT equipment. Use of appropriate resources (radio aids) Regular Specialist teacher input. Signage Guided / limited access to headphones to promote attention to learning and muffle noise levels. Occupational Therapy support programmes in place. Access to slope on stairs to hall. Hand rail access on stairs Supervision on stair access / movement around the building Hoist training Access to disabled toilet / changing area Specialised or alternative use of equipment in PE to ensure inclusion. Dress the bear/dolly equipment. Personalised reward system linked to targeted support in place. Alternative background colours for teaching and learning materials. Regular planning meeting with child and family led by SENCO with specialist involvement where possible. EHCP guidance and targets/strategies.</p>