



Provision Map

2017- 2018

Every learner identified as having SEND is entitled to support that is additional to, or different from, a normal differentiated curriculum. The type of support is dependent on the individual learning needs. It is intended to enable access to learning and to overcome the identified barrier to learning. This provision map indicates the interventions and activities that we carry out at Nelson Infant School to support learners with SEND throughout our school. We change and modify the provision map regularly, as our learners and their needs change.

At Nelson Infant School we are committed to ensuring that all learners have access to learning opportunities. For those children who are at risk of not learning, we will intervene. However, not all vulnerable learners have SEND. Only children with a learning difficulty that requires special educational provision will be identified as having SEND.

Area of Need	Wave 1 – Quality First Teaching The effective inclusion of all children in high quality lessons.	Wave 2 – Small group intervention	Wave 3 – SEN and individual targets
Cognition and Learning	<ul style="list-style-type: none"> – Differentiated curriculum planning, resources, activities, delivery and outcome. – Increased visual aids/modelling – Visual timetable – Use of writing frames – Access to computers and ipads – In class support from a TA/Teacher – Focussed group work with Teacher/TA eg guided reading/writing. 	<ul style="list-style-type: none"> – Phonics groups – In class support from TA – Extra guided reading group in class with added TA – Reading volunteers once a week for a small group. – Small group planned mathematics sessions. 	<ul style="list-style-type: none"> – Additional individual reading – Precision teaching – Extra individual phonics sessions – Assessment and Report from School Learning Support Team
Communication and Interaction	<ul style="list-style-type: none"> – Differentiated curriculum planning, activities, delivery and outcome eg simplified language. – Increased visual aids/modelling – Visual timetable – Use of symbols – Structured school and class routines 	<ul style="list-style-type: none"> – In class support from TA with some focus on speech and language activities suggested by SALT – Early Talk Boost activities in Reception – Talk Boost activities in Y1 – Small group work in the Orchard Class. 	<ul style="list-style-type: none"> – Speech and Language support with SALT (Speech and Language Therapist) and activities carried out by Teachers and TA

<p>Emotional, Behavioural and Social</p>	<ul style="list-style-type: none"> - Whole school behaviour policy. - Whole School/Class rules - Class reward and consequence systems - PATHS programme throughout the year - Group / Circle time and PATHS activities each day 	<ul style="list-style-type: none"> - Small group support in the Orchard Class. - Pastoral Support from V. Register 	<ul style="list-style-type: none"> - Individual Reward system - One to one support in the Nest - Social stories - Behaviour/Risk plans - Outreach support from SRB/Child Support Team - Assessment and Report from the Educational Psychologist
<p>Sensory and Physical</p>	<p>Flexible teaching arrangements eg seating positions</p> <p>Staff training and awareness of impairment</p> <p>Focused motor skill activities.</p> <p>“Pick and Flick” for pencil grip.</p> <p>Handwriting practise in phonics.</p> <p>Access to specialist equipment if needed eg sloping boards, pencil grips, scissors.</p>	<ul style="list-style-type: none"> -Support from P.E coaches/P.E subject leader. -Small group work to encourage larger movements to smaller movements both inside and outside. 	<ul style="list-style-type: none"> - Medical support - Personal support - Individual targets for gross and fine motor skills.