

Park Junior: Whole School Provision Map

Area of Need	Provision for all children UNIVERSAL (Wave 1)	Provision for some children TARGETED (Wave 2) (likely to have a My Plan)	Provision for a few children SPECIALIST (Wave 3) (likely to have a My Plan+/ EHCP)
<p>Cognition and Learning This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).</p>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum • planning, activities and outcome. • Differentiated delivery. • Guided and group sessions. • Visual timetable • Visual/ practical resources • Access to practical equipment, 100 squares, Numicon, sound mats, tricky words, dictionaries, writing frames, coloured exercise books/paper, coloured overlays. • TP (Teaching Partner) support in class. 	<ul style="list-style-type: none"> • Phonics Intervention • 1:1 Dancing Bears • Rapid Reading • Additional 1:1 reading sessions • Handwriting support - Speed Up! Programme. • In class TP targeted support • Precision teaching • Individual emotional literacy support provided by our Emotional Literacy Support Assistant (ELSA). • School Family Support Worker (FSW) • Nessy Dyslexia programme • Fizzy programme (Fine and Gross motor skills programme). 	<ul style="list-style-type: none"> • Speech and Language support • Advisory Teaching Service (ATS) • Educational Psychologist • Paediatrician

<p>Communication and Interaction This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.</p>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum planning, activities and outcome, including simplified language • Increased visual prompts, including Communicate in Print. • Visual timetables • In class TA targeted support • Structured routines (school and class) 	<ul style="list-style-type: none"> • Social stories • TP targeted support • Language for Learning • Communicate in Print resources • Black Sheep (language programme) • Individual emotional literacy support provided by our Emotional Literacy Support Assistant (ELSA). • Rhodes to Language (language programme). 	<ul style="list-style-type: none"> • Speech and Language therapy input and guided support 1-1 • Speech and Language referral service • C and I team input and resources 1-1 (Advisory Teaching Service) • Language for Thinking • Educational Psychologist • Paediatrician
<p>Social, emotional and mental health needs. Pupils with social, emotional, mental and behavioural needs cover the full range of ability and severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, have immature social skills or present challenging behaviours.</p>	<ul style="list-style-type: none"> • Whole School Behaviour Policy • Whole school charter • Whole school marking system • Class and whole school reward and sanctions systems - Class Dojos and Team Points. 	<ul style="list-style-type: none"> • Small group support and social stories (as and when appropriate) • Individual emotional literacy support provided by our Emotional Literacy Support Assistant (ELSA). • School Family Support Worker (FSW) • Time out sessions with support as appropriate • Fidget toys 	<ul style="list-style-type: none"> • High level of care and supervision • Individual reward systems • Behaviour support plans and risk assessments to support individual needs and safety. • Home- school record/ diary • Play Therapy • Access to CYPS (children and young person's services) • Teens in Crisis • Social Care support • School Nurse advisory service • Advisory Teaching Service • Educational Psychologist • Paediatrician

<p>Sensory and Physical This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.</p>	<ul style="list-style-type: none"> • Differentiated planning, resources and outcomes linked to area of difficulty. • Staff aware of difficulty to ensure child is sat within classroom in a good position to see and hear teacher. • Writing slopes available • Weighted seating available • Posture cushions available • Pencil grips • Enlarged resources • TP support in • Class 	<ul style="list-style-type: none"> • Fizzy programme (Fine and Gross motor skills programme). • Handwriting support - Write from the start. • Handwriting intervention - Speed Up! Programme. • Additional support - gross and fine motor control. • Individual emotional literacy support provided by our Emotional Literacy Support Assistant (ELSA). • School Family Support Worker (FSW) 	<ul style="list-style-type: none"> • High level of care and supervision to access the • school curriculum and manage any health/medical needs • Referral to external support services e.g. Teacher of the • Deaf /ENT /Audiology/VI/ Ophthalmology/ Mobility & • Independence Officer • Occupational Therapy • Advisory Teaching Service
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