

West Earlham Infant and Nursery school SEND Provision map 2020 - 2021

This is our provision map but please be aware that this reflects the needs of the pupils currently on role. Wave 2 and 3 provision will reflect pupil needs, resources and available staff.			
Wave 1	Quality first teaching is provided for all our pupils on a daily basis and will address the majority of our pupils needs.		
Wave 2	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions		
Wave 3	This is targeted and personalised teaching for children with SEND who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.		
Our speech and language therapist works with the school every week to ensure high quality provision at all waves.			
<u>Communication and interaction</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
	<ul style="list-style-type: none"> *Differentiated curriculum, planning, delivery, success criteria and outcomes *Structured school and classroom routines *Signalong (signing scheme) *Visual timetables *Talking partners *Talk for writing *Structured routines *Speech and language *Use of talking frames *Talking woodland schools *Thera-play language approach activities embedded in play *WELLCOMM & teddy talk (2 year olds) assessment *WELLCOMM luggage labels to embed language activities in play 	<ul style="list-style-type: none"> *Building language using Lego brick approach *Early talk boost groups (nursery) *Talk boost groups (Reception) *Speech sounds group *Listening attention groups – ‘Box Time’ for specific curriculum areas *Social Skills groups *WELLCOMM small group programme 	<ul style="list-style-type: none"> *Individual speech and language sessions for repetitive, expressive language and speech sounds following targets set by NHS speech and language therapy services. *Contribution to multi agency meetings including indepth reports to paediatricians and NHS ST signing support for individual parents. *1:1 coaching sessions with ST Emma Cane for parents with children with communication and interaction needs *Target ladders to map progress for children making less than expected progress *WELLCOMM individual

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	<p>(EYFS)</p> <ul style="list-style-type: none"> *Increased visual aids/modelling etc *Listening and attention skills 'Box Time' *Word Aware approach *Teaching children to listen activities and monitoring. 		<p>programme</p> <p>S2s support</p> <ul style="list-style-type: none"> *Applications to and liaison with SRB's. *EHCP applications where necessary *Multi disciplinary team and keyworker meetings. *Mulberry class for children with SEMH needs which cannot be met in class.
<p><u>Cognition and learning</u></p>	<ul style="list-style-type: none"> *Differentiated curriculum, planning, delivery, success criteria and outcome *Visual timetable *Writing frames *Word and phonics mats *Access to technology including laptops and ipads *Phonics teaching which is carefully tailored to match the next steps for each child *Focused group work with class teacher Small group support from a teaching assistant *Access to a word processor and ipads 	<ul style="list-style-type: none"> *Group maths intervention *Read Write Inc *Writing small group support *Word banks *Working memory support *Fischer family trust wave three reading programme 	<ul style="list-style-type: none"> *Educational psychologist services, assessment and advice *1:1 maths intervention *Read, write Inc 1:1 *Fischer family trust wave three reading programme *Visual/auditory memory activities *S2S support
<p><u>Social, Emotional and mental Health</u></p>	<ul style="list-style-type: none"> *Our Nurture principles, PSHE & PSED curriculum underpins our 	<ul style="list-style-type: none"> *ELSA sessions *Play therapy sessions 	<ul style="list-style-type: none"> *Educational psychology services, assessment and advice.

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	<p>whole school ethos. These are also taught as discreet sessions.</p> <ul style="list-style-type: none"> *Nurture principles *Whole school behaviour policy based upon restorative approach to behaviour 'High 5' *Whole school class rules *Circle time *Class reward systems *Feelings charts in each class *Celebration assembly *Restorative approaches for family *Boxall profile assessment on all children. *Parents representative meeting from each class to discuss worries, concerns, queries. *Mirrors in classes so children can observe facial expressions and emotions. 	<ul style="list-style-type: none"> *Inclusion team *Social skills groups *Three houses/wishes and feelings *Inclusion team member based in each key stage *Family support worker on-site. 	<ul style="list-style-type: none"> *S2S support Individual support packages with pupil support services including anger management, social skills etc *1:1 TA support *Individual reward systems *Drawing and talking *Social stories *Involvement on CAMHS and other mental health services *Adapted timetable for individual children *ELSA sessions *Play therapy sessions *Mulberry class
<p><u>Sensory and/or physical needs</u></p>	<ul style="list-style-type: none"> *Flexible teaching arrangements *Staff aware of physical implications of physical impairment *Sensory equipment such as textural resources, sensory tents, balance equipment *Wide range of apparatus and large outdoor equipment to 	<ul style="list-style-type: none"> *Small group fine motor skills development *Additional handwriting *Access to equipment e.g pencil grips, adapted scissors *Hearing loop holes *Adapted cutlery *Adapted menu for children with eating difficulties 	<ul style="list-style-type: none"> *S2S support *Advice/equipment/training from sensory support team *Advice/equipment/training from access through technology team *Support from occupational therapy services *TA support during PE/Outdoor learning

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	encourage physical development *Adapted scissors *Access to specialist sports coaches.	*Eating and drinking assessment through ECCH	*School nursing team support *Specialist feeding.
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