

Dereham Church of England Junior Academy

Provision Map Autumn 2017/2018

Area of need	Universal entitlement Quality first teaching	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning through outcomes and activities • Working walls • In class support from TAs • Small guided group work • Mathletics • Use of laptops • Use of dictionaries including ACE dictionary. • Use of talking tins for Years 3 & 4. • Use of apparatus to support maths e.g. Denes Blocks, number lines, multiplication grids etc • Accelerated reader • S2S referral for advice re. planning and curriculum 	<ul style="list-style-type: none"> • Booster groups in all year groups – Literacy • Booster groups in all year groups – Maths • Small read, Write Inc groups in Years 3 & 4 • Individual reading in all year groups • S2S referral for advice on group interventions. 	<ul style="list-style-type: none"> • Nessy • S2S referral for advice re. individual support and ideas for intervention. • SENCo assessments and intervention work based on the results of these. • Educational Psychologist assessment, advice and intervention based on this. • Advisory Learning Support Teacher assessment, advice and intervention based on this. • Learning and Cognition SRB outreach for advice, possible assessment and intervention based on this. Also possible 2 term placement. • Dyslexia SRB outreach for advice, training and possible assessment and intervention based on this.
Communication and interaction	<ul style="list-style-type: none"> • Using appropriate levels of language – simplifying when needed. 	<ul style="list-style-type: none"> • Focus on key vocabulary for topic • Invite to lunchtime club 	<ul style="list-style-type: none"> • S2S • Social stories • Visual timetables

	<ul style="list-style-type: none"> • Instructions set out clearly with the use of prompts and reminders to support learners. • Discussion, role play and modelling prior to writing. • Clear timetabling including use of visual timetables 	<ul style="list-style-type: none"> • S2S • Nessy to increase basic reading and spelling for EAL pupils. • Use of talking tins. 	<ul style="list-style-type: none"> • Individual programme based on targets set by Speech and Language therapists • Use of laptops through access through technology
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • School weekly values. • House points • Behaviour rewards • Class learning forum • Class collective worship 	<ul style="list-style-type: none"> • Additional transition work • Socially speaking sessions • Building blocks for communication sessions. • Guided imagery sessions • Invite to lunchtime club • Time in the ELF • Gardening sessions • S2S • Nelson's journey • Young Carers 	<ul style="list-style-type: none"> • Meet and Greet and handover with parents / guardians • Additional transition work e.g. moving on • Social stories • Risk reduction plan • Work based around protect me programme • Feelings and wishes work • Building blocks for communication. • Time in the ELF. • Reward systems • S2S • Point 1 • CAHMs • Nelson's Journey • Young Carers
Physical and Sensory	<ul style="list-style-type: none"> • Reduction of contrast on whiteboards to support pupils with visual stress. 	<ul style="list-style-type: none"> • Invite to lunchtime club • S2S 	<ul style="list-style-type: none"> • Use of coloured overlays to support pupils with visual stress.

	<ul style="list-style-type: none"> • Medical awareness and support for children with short and long term health conditions. • Staff awareness of hearing and visual impairments and support required. • 2 Staff members trained in BTEC Level 3 Visual and hearing impairment 	<ul style="list-style-type: none"> • Access to writing slopes, pencil grips, over lays, fidget toys etc. 	<ul style="list-style-type: none"> • Use of pencil grips as recommended by occupational therapists. • Use of fidget toys as recommended by health professionals. • Use of writing slopes as recommended by occupational therapists. • Use of wobble cushions as recommended by health professionals. • Use of scissors as recommended by occupational therapists. • Speed up writing programme for individuals as recommended by occupational therapists. • Advice and input from Sensory support • Support from school nursing team. • Individual programmes set by occupational therapists, physiotherapists and other health care professionals. • S2S • Use of laptop through laptops from access Through technology
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