

Dereham Church of England Junior Academy

Provision Map Autumn 2018/2019

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 • 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"> • ARROW • 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. ● 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"> ● Focus on key vocabulary for topic ● Invite to lunchtime club ● S2S ● Use of talking tins. 	<ul style="list-style-type: none"> ● S2S ● Social stories ● Visual timetables ● 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 ● Thrive ● 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

			<ul style="list-style-type: none"> ● 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. ● 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"> ● Invite to lunchtime club ● S2S ● Access to writing slopes, pencil grips, overlays, fidget toys etc. 	<ul style="list-style-type: none"> ● Use of coloured overlays to support pupils with visual stress. ● 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.

			<ul style="list-style-type: none"> • 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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