

Dereham Church of England Junior Academy

Provision Map September 2019- July 2020

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 ● TT rockstars ● My maths ● 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 ● Numbots ● My maths ● Individual reading in all year groups ● S2S referral for advice on group interventions. ● One page profile and targets 	<ul style="list-style-type: none"> ● ARROW ● Rapid recall maths ● 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.

			<ul style="list-style-type: none"> ● One page profile and targets
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 ● Pre teaching of key vocabulary ● Invite to lunchtime club ● S2S ● Use of talking tins. ● One page profile and targets 	<ul style="list-style-type: none"> ● S2S ● Social stories ● Visual timetables ● Individual programme based on targets set by Speech and Language therapists ● Daily sessions around vocabulary and language ● Use of laptops through access through technology ● One page profile and targets
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. ● Feelings and wishes time ● Invite to lunchtime club ● Time in the ELF ● S2S ● Nelson’s journey ● Young Carers ● One page profile and targets 	<ul style="list-style-type: none"> ● Meet and Greet and handover with parents / guardians ● Thrive ● Additional transition work e.g. moving on ● Social stories ● Support Intervention Plan ● Feelings and wishes work ● Building blocks for communication. ● Time in the ELF. ● Use of a transitional item ● Reward systems

			<ul style="list-style-type: none"> ● S2S ● Point 1 ● CAHMs ● Nelson's Journey ● Young Carers ● One page profiles and targets
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. ● One page profile and targets 	<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.

			<ul style="list-style-type: none">● 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● One page profile and targets
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