

Provision Mapping Grid – Lydgate Junior School



Area of Need	All pupils where appropriate Wave 1	All pupils where appropriate Wave 2	SEN SUPPORT Wave 3
<i>Cognition and Learning</i>	Quality first teaching. Differentiated curriculum planning, activities, delivery and outcome. Multi-sensory teaching approaches. Use of visual and practical resources. Visual timetables. Access to technology to support learning. In class TA support. Kinaesthetic opportunities to embed learning. Focused reading support. Routines and daily structure. Broad and balanced curriculum.	In class support from TA (where appropriate, 1-1 or small group support). Additional individual reading support. Differentiated learning activities. Additional Interventions: Little Wandle Phonics Lexia Birmingham Toolkit Little Wandle Reading fluency Handwriting Spelling Maths/English boosters SEN Support Plans – Identified annual outcomes.	Individualised learning programme/timetable.
<i>Communication and Interaction</i>	Quality first teaching. Differentiated curriculum planning, activities, delivery and outcome. Multi-sensory teaching approaches. Use of visual and practical resources. Visual timetables. Access to technology to support learning. In class TA support. Kinaesthetic opportunities to embed learning. Focused reading support. Routines and daily structure. Broad and balanced curriculum. TA led lunchtime clubs.	In class support with focus on supporting speech and language. Individualised communication and interaction outcomes/plans. Differentiated communication activities. Personalised visual timetable Voice recorders to support writing. Assistive technology Pastoral support – The Nest provision Makaton SEN Support Plans – Identified annual outcomes.	Speech and Language Therapy Support (SALT). Input/support from Autism Team. Makaton/PECS.

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<p><i>Emotional, Social and Mental Health</i></p>	<p>Quality first teaching. Differentiated curriculum planning, activities, delivery and outcome. Multi-sensory teaching approaches. Use of visual and practical resources. Visual timetables. In class TA support. Routines and daily structure. Broad and balanced curriculum. Embed principles of our RRS and PSHE curriculum. TA led lunchtime clubs</p>	<p>Pastoral support – The Nest provision. Differentiated provision at key times in the day. TA supported lunchtime clubs. Personalised SEMH plans.</p> <p>SEN Support Plans – Identified annual outcomes.</p>	<p>Support from external agencies e.g., FIS, CAMHS</p>
<p><i>Sensory and Physical</i></p>	<p>Quality first teaching. Differentiated curriculum planning, activities, delivery and outcome. Multi-sensory teaching approaches. Use of visual and practical resources. Access to resources to support development. In class TA support. TA led lunchtime clubs Kinaesthetic opportunities to embed learning and progress. Broad and balanced curriculum. Additional resources e.g., wobble cushion, Thera band and ear defenders.</p>	<p>Gross and Fine Motor Skills Support Programme. Individualised support for P.E. Keyboard skills. Handwriting intervention.</p> <p>SEN Support Plans – Identified annual outcomes.</p>	<p>Support from external agencies e.g.: Occupational Therapy, Ryegate, VI/HI Teams, and NHS/Physiotherapy.</p>