

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 Increased visual aids / modelling etc. Visual timetables Access to IT/word processor In class TA support	In class support from TA (where appropriate, 1-1 or small group support) Multi-sensory spelling practice groups (TA support 1 x 30 min weekly group) Rainbow Reading programme (3 x 15min weekly programme) Phonic Group support (TA Support 1x weekly group) HUB Learning support group (weekly TA supported group) Additional individual reading support (1-1 reading, reading volunteer)	Individualised English Support (CT or TA weekly support / HUB Learning support) Individualised Maths Support (CT or TA weekly support / HUB Learning support) Springboard Maths (TA supported weekly session/s) Accelerated/Accelwrite Programme (1-1 TA support 3x weekly) 1-1 individualised phonics programme (CT or TA supported) Supporting Ch with Gaps in their Mathematical Understanding (CT or TA 1-1 support programme)
<i>Communication and Interaction</i>	Quality first teaching Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Multi-sensory teaching approaches Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines	In class support with focus on supporting speech and language (daily, TA supported) HUB Learning support group (1x weekly TA supported group) ICT – Clicker 4 or 5 (as appropriate)	Speech and Language Therapy Support (SALT) In school weekly support from Sp&L Therapist, CT or TA. Input/support from Autism Team (½ termly Autism Teacher visits, ½ term Autism Team TA support) Makaton/PECS Personalised Visual Timetable. Talking Partners Programme (supported by TA)



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			ICT – Clicker 4 or 5 (as appropriate)
<i>Social, Emotional and Mental Health Difficulties</i>	<p>Whole school behaviour policy approach</p> <p>Whole school / class rules</p> <p>Class reward systems</p> <p>SEAL / circle time activities</p>	<p>‘Friendship Room’ support (small group support, 1 x weekly session)</p> <p>Small group Circle Time (supported by teacher or TA)</p>	<p>Personalised Plan supported by outside agency e.g. Hope Attachment, MAST, etc.</p> <p>‘Friendship Room’ support (1-1 support or ongoing small group support)</p> <p>Individual reward system (set up by class teacher/s)</p> <p>Home – school record (daily)</p> <p>Peer mentoring (where appropriate)</p>
<i>Sensory and Physical</i>	<p>Flexible teaching arrangements e.g. child’s position in the classroom</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes, pencil grips, increased visual aids, multi-sensory teaching,</p>	<p>Brain gym exercises or Gross and Fine Motor Skills Support Programme (supported by TA)</p> <p>Keyboard skills training group (supported by TA)</p> <p>Handwriting group (supported by TA)</p>	<p>Individual support in class during PE lessons</p> <p>Gross and Fine Motor Skills Support programme (3 x 20 min weekly sessions, supported by TA)</p> <p>Individualised Plan put in place and supported by outside agency e.g. VI/Hi Team, Ryegate, NHS.</p> <p>Physiotherapy programme supported by Physio or OT from Ryegate or NHS.</p> <p>Access to iPad / IT equipment / splitter screen etc.</p>