

## Whole School Provision Map @ Stubbings Infants School

### Intervention Programmes available in school:

	What is the Provision?	How is it provided?	Who provides it?	Target group	How is the need identified?	How is the progress assessed?
Social, emotional and mental health difficulties	<b>SEAL – Silver groups</b>	Once a week	Teaching Assistants	Children with social or emotional needs.	Through observations, SEAL work and PSED tracking document.	<ul style="list-style-type: none"> <li>• Termly tracking using PSED Development Matters and KS1 tracking Document.</li> <li>• P levels where required</li> </ul>
	<b>Social Stories</b>	Every day initially then as appropriate.	FS & KS1 Staff	Children with social or emotional needs.	Through observations, SEAL work and PSED tracking document.	<ul style="list-style-type: none"> <li>• Termly tracking using PSED Development Matters and KS1 tracking Document.</li> <li>• P levels where required</li> </ul>
Communication and Interaction	<b>SULP – Social use of language programme</b>	Once a week	Teaching Assistants	Children with social and communication needs in KS1	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• P Level assessment of speaking and listening.</li> </ul>
	<b>Spirals</b>	At least once a week	FS & KS1 Staff	Children with social and communication needs in FS and KS1	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• EYFS: Development Matters: Communication &amp; Language</li> <li>• P Level assessment of speaking and listening.</li> </ul>
	<b>Social Circles</b>	At least once a week	FS staff	Children with social and communication needs in FS	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• EYFS: Development Matters: Communication &amp; Language</li> </ul>
	<b>Let's Talk</b>	At least once a week	FS staff	Children with social and communication needs in FS	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• EYFS: Development Matters: Communication &amp; Language</li> </ul>
	<b>Phonological Awareness Group</b>	At least once a week	FS & KS1 Staff	Children with requiring support with the articulation and use of speech sounds in FS and KS1	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• EYFS: Development Matters: Communication &amp; Language</li> <li>• P Level assessment of speaking and listening.</li> </ul>

	<b>2/3 Word level – Vocabulary Programme</b>	At least once a week	Teaching Assistants	Children with poor vocabulary and communication skills.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• P Level assessment of speaking and listening.</li> <li>• EYFS: Development Matters: Communication &amp; Language</li> <li>• Vocabulary check provided by SALT.</li> </ul>
	<b>Nursery Narratives</b>	At least once a week	FS & KS1 Staff	Children with poor vocabulary and communication and understanding.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• EYFS: Development Matters: Communication &amp; Language</li> <li>• P Level assessment of speaking and listening.</li> </ul>
	<b>Reception Narratives</b>	At least once a week	FS & KS1 Staff	Children with poor vocabulary and communication and understanding.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• EYFS: Development Matters: Communication &amp; Language</li> <li>• P Level assessment of speaking and listening.</li> </ul>
<b>Cognition &amp; Learning</b>	<b>Early Literacy Support (ELS)</b>	Daily support in withdrawal group	Year 1 teaching assistants	Year 1 children requiring support with reading, writing and phonics.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• Assessments timetabled in the programme.</li> <li>• Termly assessments.</li> </ul>
	<b>Max's Marvellous Maths</b>	4/5 times /week	Teaching Assistants in KS1	Year 1 Intervention  Children requiring support with number and calculation work in KS1	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• Termly assessments and tracking</li> <li>• P levels where required.</li> <li>• Additional assessments to be made throughout to ensure progress.</li> </ul>
	<b>Precision Teaching</b>	Daily 1:1	KS1 Staff	Any child requiring support with specific areas of the learning, e.g., number recognition, phonics, word recognition etc.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• Daily tracking</li> <li>• Termly assessments and tracking</li> <li>• P levels where required.</li> </ul>

	<b>Additional Phonics</b>	2/3 times per week	FS & KS1 Staff	Any child requiring support with phonics	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• Daily tracking</li> <li>• Termly assessments and tracking</li> <li>• P levels where required.</li> </ul>
	<b>Toe to Toe</b>	Daily	Teaching Assistant	Children requiring support with reading, and phonic knowledge.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• P Level assessment of speaking and listening.</li> <li>• EYFS: Development Matters: Communication &amp; Language</li> </ul>
	<b>Auditory &amp; Visual Memory</b>	At least once a week	Teaching Assistants	Children with poor memory and processing skills.	Through assessments and observations whilst working with the child.	<ul style="list-style-type: none"> <li>• Informal Memory Test</li> <li>• Monitor impact upon key skills development</li> </ul>
<b>Sensory and Physical</b>	<b>Gross Motor Development Programme</b>	2/3 times per week	Teaching Assistants	Children with poor gross and fine motor skills	Through observations	<ul style="list-style-type: none"> <li>• Assessment activity is provided within the programme.</li> </ul>
	<b>Fine Motor Programme</b>	At least once per week	Teaching Assistants	Children with fine motor skills	Through observations	<ul style="list-style-type: none"> <li>• Monitor impact upon mark making activities</li> </ul>
	<b>Squiggle Whilst I Wiggle</b>	At least once per week	FS & KS1 Staff	Children with poor gross and fine motor skills	Through observations	<ul style="list-style-type: none"> <li>• Impact upon mark making activities.</li> <li>• Impact upon balance &amp; co-ordination</li> </ul>
	<b>Sensory Fun</b>	At least once per week	FS & KS1 Staff	Children with poor fine motor skills	Through observations	<ul style="list-style-type: none"> <li>• Impact upon mark making activities.</li> </ul>
	<b>Disco Dough</b>	At least once per week	Teaching Assistants	Children with fine motor skills	Through observations	<ul style="list-style-type: none"> <li>• Monitor impact upon mark making activities</li> </ul>

## External Agencies available for support:

What is the Provision?	How is it provided?	Who provides it?	Target group	How is the need identified?	How is the progress assessed?
<b>SENCO</b>	As necessary	Rachel Kirby	All children on SEN register	Through the class teachers assessments and observations.	Monitors progress made by all SEN children, through observation, dialogue and assessment.
<b>EWO</b>	Regular visits As necessary	EWO	Children with poor attendance and punctuality	Monitoring registers or referrals made by Headteacher	Attendance and punctuality monitored for improvement
<b>Family Support Team</b>	As necessary	Family support worker	Families who require support at home to meet their child's needs.	Monitoring, dialogue with families, children's needs identified in school.	Dialogue with Family support worker and families.  Monitors progress made by all SEN children, through observation, dialogue and assessment.
<b>Educational Psychologist</b>	As necessary	Educational Psychology Service	Children on SEN register where further advice is required.	Concerns raised by class teacher and SENCO.	Review IEP targets.  Monitors progress made by the children, through observation, dialogue and assessment.
<b>SALT – Speech and Language</b>	As necessary	Children's Therapy Service	Children with speech, language and communication difficulties	Concerns raised by class teacher and SENCO.	Dialogue with speech & language therapist and families.  Monitors progress made by the children, through observation, dialogue and assessment.

<b>Early Years Support Team</b>	As necessary	Early Years Support Team	FS children with additional needs.	Concerns raised by class teacher and SENCO.	Dialogue with Early Years Support Teacher and families.  Review IEP targets.  Monitors progress made by the children, through observation, dialogue and assessment.
<b>Occupational Therapist</b>	As necessary	Children's Therapy Service	Children with physical, co-ordination & organisational needs.	Concerns raised by class teacher and SENCO.	Dialogue with occupational therapist and families.  Monitors progress made by the children, through observation, dialogue and assessment.
<b>School Nurse</b>	As necessary	School Nursing Team	Children with medical and/or safe guarding concerns.	Concerns raised by class teacher and SENCO.	N/A
<b>CAMHS</b>	As necessary	CAMHS Team	Children with emotional or mental health needs.	Concerns raised by class teacher and SENCO.	Dialogue with CAMHS team and families.  Review IEP targets.  Monitors progress made by the children, through observation, dialogue and assessment.
<b>Behaviour Support Team</b>	As necessary	Behaviour Support Team	Children with behavioural needs.	Concerns raised by class teacher and SENCO.	Dialogue with behaviour support team and families.  Review IEP targets and behaviour plan.  Monitors progress made by the children, through observation, dialogue and assessment.
<b>Inclusion Team</b>	As necessary	Inclusion Team	Children diagnosis of ASD, visual and / or hearing impairment.	Diagnosis	Dialogue with inclusion team and families.  Review IEP targets.  Monitors progress made by the children, through observation,

					dialogue and assessment.
--	--	--	--	--	--------------------------

Area of Need	All Pupils where appropriate Wave 1	Catch-Up Wave 2	AN / SEN Wave 3
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• WALT, WILF, TIB</li> <li>• Differentiated curriculum planning.</li> <li>• Range of approaches to develop all learning styles.</li> <li>• Clear, appropriate and achievable next steps.</li> <li>• Use of traffic light colours for AfL.</li> <li>• Marking to include 2 stars and a wish.</li> <li>• Use of writing frames, mind maps and visual aids.</li> <li>• Use of overlays, cream paper and red/blue letters.</li> <li>• Access to word processor.</li> </ul>	<ul style="list-style-type: none"> <li>• ELS</li> <li>• Additional Phonics</li> <li>• Max's Marvellous Maths</li> <li>• Additional Reading</li> <li>• Precision Teaching</li> <li>• Toe by Toe</li> <li>• Memory Activities: auditory &amp; visual</li> <li>• Discrimination Activities: auditory &amp; Visual</li> </ul>	<ul style="list-style-type: none"> <li>• IP</li> <li>• Support from Ed Psych</li> <li>• Support from Early Years Support Team.</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• WALT, WILF, TIB</li> <li>• Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, visual aids and modelling.</li> </ul>	<ul style="list-style-type: none"> <li>• SULP</li> <li>• Social Stories</li> <li>• Let's Talk Programmes</li> <li>• Nursery Narratives</li> <li>• Reception Narratives</li> <li>• Phonological Awareness group</li> </ul>	<ul style="list-style-type: none"> <li>• IEP</li> <li>• Support from SALT</li> <li>• Support from ASD team.</li> <li>• Makaton</li> </ul>
<b>Social, emotional and mental health difficulties</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Golden Promises</li> <li>• Golden Acorns / Golden Box</li> <li>• Class Next Step</li> <li>• SEAL</li> <li>• Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>• Silver SEAL group</li> <li>• Social Stories</li> <li>• Social Circles</li> </ul>	<ul style="list-style-type: none"> <li>• IEP and / or Behaviour Plan</li> <li>• Support from Ed Psych</li> <li>• Support from Early Years Support Team.</li> <li>• Support from Behaviour Support Team</li> </ul>
<b>Sensory and/or Physical</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcomes e.g. use of computer.</li> <li>• Continuous provision to include fine motor activities</li> <li>• Use of visual / auditory aids.</li> <li>• Writing slopes</li> <li>• Pen grips</li> </ul>	<ul style="list-style-type: none"> <li>• Physical development programme</li> <li>• Disco Dough</li> <li>• Squiggle Whilst I Wiggle</li> <li>• Sensory Fun</li> </ul>	<ul style="list-style-type: none"> <li>• IEP</li> <li>• Support from Early Years Support Team.</li> <li>• Support from Occupational Therapy Team.</li> <li>• Support from sensory impairment team</li> </ul>

	<ul style="list-style-type: none"><li>• Staff awareness of physical or sensory impairment.</li></ul>		
--	--	--	--