



# Hollydale Whole School Provision Map

## 2020-21

**PROVISION MAPPING** is used to show the range of support available at Hollydale Primary School. It audits what is in place and how it meets the identified needs of pupils in order to overcome potential barriers to learning. We have provision mapping for the whole school based on area of need and layers of provision. Please be aware that this reflects the needs of pupils currently on roll. Wave 2 and 3 provision will reflect pupil needs, resources and available staff.

**WAVE 1 UNIVERSAL:** High quality inclusive teaching with differentiation. Teachers are aware of needs in their class and plan and address these through their teaching. Teaching is adapted to different learning styles and differentiated appropriately to match the needs of children.

**WAVE 2 TARGETED:** Additional Interventions (small groups) e.g. booster classes, EAL groups, SALT groups or other school-based programmes. These are aimed at children who can be expected to catch up with their peers as a result of a specific, additional and time-limited intervention. Wave 2 interventions are not always primarily SEN interventions, however SEN pupils may be receiving a wave 2 intervention at SEN support level.

**WAVE 3 INTENSIVE, INDIVIDUAL SUPPORT OR SPECIALIST SUPPORT:** Individual specific targeted support for pupils identified as requiring SEN support eg. 1:1 speech and language therapy, individual learning programmes. These show how the specific requirements of a pupil's EHCP or needs at SEN support level are being met and the progress they are making against objectives. This level of support is given when a child is not making expected progress through quality first teaching and wave 2 targeted support.

Area of Difficulty	All pupils where appropriate <u>Wave 1 Universal</u>	Some pupils- additional support not met by wave 1 <u>Wave 2 Targeted</u>	A few pupils – additional support not met by wave 1 & 2 <u>Wave 3 Intensive, Individual or specialist support</u>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>*TA support in class: to support the children's independent learning – task planners, small group support, discussions</li> <li>*Focused group work with class teacher</li> <li>*Differentiated curriculum planning, activities, delivery and outcome</li> <li>*Collaborative approaches to learning e.g. group/paired work.</li> <li>*Resources to support independence in class – Clear WALTs &amp; WILFs, writing frames, word banks, key vocabulary, picture</li> </ul>	<ul style="list-style-type: none"> <li>*1:1 reading with TA (Bug Club)</li> <li>*Lexia – online literacy intervention programme (TA led)</li> <li>*IDL maths intervention (TA led)</li> <li>*Literacy Lab 1:1 tuition</li> <li>*Action Tutoring</li> <li>*Booster classes (before or after school) in preparation for Y2 or Y6 SATs</li> </ul>	<ul style="list-style-type: none"> <li>Flexible and reduced timetables</li> <li>Individualised differentiation</li> <li>1:1 and small group support from TA</li> <li>High level of support in class</li> </ul>

	<p><i>dictionaries, dictionaries, thesauruses, 100 squares, numicon, number lines, diene cubes, word and phonics mats etc.</i></p> <p><i>*Creative curriculum with multi-sensory approaches to teaching and learning</i></p> <p><i>*Whole school handwriting scheme.</i></p> <p><i>*Peer and Self-Assessment</i></p> <p><i>* Use metacognitive questions to help child identify patterns and reflect on learning process</i></p> <p><i>*Give opportunities for repetition, reinforcement and over-learning</i></p> <p><i>* Use Talking button or iPad app to record sentence or ideas before writing</i></p> <p><i>*Use graphic organisers, mind mapping and writing frames</i></p> <p><i>*Feedback, next steps and pupil response to marking</i></p> <p><i>*Regular and on-going assessments to ensure work set is appropriate level of challenge</i></p> <p><i>*Regular staff training on teaching and learning.</i></p> <p><i>*Increased visual aids/ modelling etc</i></p> <p><i>*Visual timetables</i></p> <p><i>*Access to ICT</i></p>	<p><i>*Beanstalk volunteer Readers/ Story-starters</i></p> <p><i>*Additional Phonics/ Phonological Awareness groups</i></p> <p><i>*1:1 support (in specific areas eg. spelling/phonics/reading)</i></p> <p><i>*Small group teaching of Literacy / Numeracy by an intervention teacher or HLTA</i></p> <p><i>*Increasing differentiation (personalised learning programme)</i></p> <p><i>*Pre-teaching</i></p> <p><i>*Access to specialised equipment (eg laptop for writing)</i></p> <p><i>*EAL support – the learning village (TA led)</i></p>	<p>Advice / intervention from external agencies eg. Educational Psychologist</p>
<p><b>Communication and Interaction</b></p>	<p><i>*Differentiated curriculum planning, activities, delivery and outcome e.g. Modified/simplified teacher language, key vocabulary</i></p> <p><i>*TA support in class to support children’s independent learning e.g. – writing frames, break tasks down into steps, understanding of tasks, reminders or WALT and WILF, facilitate group discussion and participation</i></p> <p><i>*Use of visual aids / modelling etc</i></p> <p><i>*Talk partners</i></p> <p><i>*Small group work and discussions</i></p> <p><i>*time to process information</i></p> <p><i>*Structured school and class routines, reinforced by visual timetables in class. Preparation for routine change and transition times</i></p> <p><i>* Model language, giving lots of examples of how word or sentence structure should be used</i></p>	<p><i>*Modified tasks to take account of further difficulties; further differentiation</i></p> <p><i>*Targeted speech and language programme e.g:</i></p> <ul style="list-style-type: none"> <li><i>• Terrific talkers (narrative group)</i></li> <li><i>• Lego Therapy</i></li> <li><i>• Attention Bucket (EYFS)</i></li> </ul> <p><i>*Specific teaching of social skills / social skills group</i></p> <p><i>* Support for transition between tasks e.g. now and next boards / individual visual timetable</i></p> <p><i>*TA pre-teaching of vocabulary</i></p>	<p>Individual speech and language assessment and targets set</p> <p>Individual support from TA to achieve S&amp;L therapist set objectives</p> <p>Targeted 1:1 support in class</p> <p>Individualised differentiation and timetable</p> <p>Staff trained and skilled in teaching and supporting children with speech and language needs</p>

	<p><i>* Recast – repeat back what child said, correcting errors in speech sounds or grammar</i></p> <p><i>* Expand – repeat back what child said, adding in extra word or phrase</i></p> <p><i>* Give prompts and scaffolds such as sentence starters for speaking</i></p> <p><i>* Give limited choice of responses, e.g. “Would you like ___ or ___?”</i></p> <p><i>* Provide alternative communication methods, e.g. pointing to pictures / cards from selection</i></p> <p><i>* Staff training from ASD outreach.</i></p> <p><i>* Staff training from Speech and Language Therapist</i></p> <p><i>* Whole school and class opportunities for speaking and listening e.g class assemblies, show and tell, head boy and girl speeches</i></p>	<p><i>* EAL support – the learning village (TA led)</i></p>	<p>External specialist support and guidance e.g. Educational Psychologist, Speech and language therapist, Autism Support Team</p>
<p><b>Social, Mental and Emotional Health</b></p>	<p><i>* Whole school behaviour and anti-bullying policy.</i></p> <p><i>* Whole school and class rules set with clear expectations.</i></p> <p><i>* PSHCE leader who co-ordinates whole school events (e.g anti-bullying) and provision and progress of PSHCE curriculum (Jigsaw).</i></p> <p><i>* Appropriate differentiation of the curriculum to ensure that children are motivated to learn and minimise emotional, social and behavioural difficulties.</i></p> <p><i>* Class reward and sanctions system (Good to Be Green &amp; Class Dojos), focus on celebrating positive behaviour</i></p> <p><i>* Themed assemblies to promote spiritual, moral, social and cultural themes.</i></p> <p><i>* Regular celebration of children’s achievements – both in class and whole school. to raise self-esteem</i></p> <p><i>* Child protection systems and safeguarding, ‘I’m here to listen’.</i></p> <p><i>* Lunchtime and playtime rules, routines and activities set up.</i></p> <p><i>* Quiet spaces e.g. library, quiet area of playground.</i></p> <p><i>* Children have roles and responsibilities e.g. school councillors, head girl &amp; boy. Eco-committee</i></p>	<p><i>* Access to resources such as fidget toys, Wobble cushions etc</i></p> <p><i>* Access to safe spaces e.g. the library</i></p> <p><i>* Access to emotional literacy support through TA or family support worker</i></p> <p><i>* Matching pupils with mentors through the Kids Network (Y5&amp;6)</i></p> <p><i>* TA led small groups as needed e.g.</i></p> <ul style="list-style-type: none"> <li><i>• Zones of regulation</i></li> <li><i>• Social Skills</i></li> </ul> <p><i>* Social stories</i></p> <p><i>* Transition Groups (Y6)</i></p> <p><i>* Behaviour chart &amp; targets with reporting daily to SLT</i></p>	<p>Flexible and reduced timetables</p> <p>Individualised differentiation</p> <p>1:1 support for break and lunchtimes</p> <p>A highly modified learning environment</p> <p>Pastoral Support plans and individualised risk assessments</p> <p>Involvement of CAMHS and other mental health services</p> <p>1:1 Ta support</p> <p>Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team</p>

	<p><i>*Pupils given opportunities to give opinions and listened to e.g. pupil voice questionnaires</i></p> <p><i>*Well-trained staff who are aware of mental and emotional health including 3 staff members who are mental health first aiders</i></p>		<p>Referral and Support from Summerhouse Behavioural Support Service</p> <p>Individualised use of zones of regulation supported by 1:1 TA throughout the day</p>
<p><b>Sensory and/or Physical</b></p>	<p><i>*Flexible teaching arrangements –e.g. seating &amp; resources.</i></p> <p><i>* Experiments in class, use of artefacts, moving around classroom to act out events and role-play, use of other physical resources related to topics taught.</i></p> <p><i>*Music lessons and music used in class to enhance learning.</i></p> <p><i>*Staff aware of implications of physical impairment.</i></p> <p><i>*Extra time to complete tasks and differentiated tasks set.</i></p> <p><i>*Use of outdoor space.</i></p> <p><i>*Use of quiet rooms (intervention room, the house, the library)</i></p> <p><i>*Use of ICT and visuals or class interactive technology.</i></p>	<p><i>*Modified tasks to take into account difficulties; further differentiation</i></p> <p><i>*Occupational Therapy resource pack</i></p> <p><i>*Medical support through school nurse, CPD training etc</i></p> <p><i>*Care plans / risk assessments</i></p> <p><i>*Sensory diet – activities built into a child’s timetable e.g.</i></p> <ul style="list-style-type: none"> <li>• Additional fine motor skills activities and sessions</li> <li>• Sensory box use of equipment</li> <li>• Sensory circuits</li> <li>• Movement and brain breaks outside of the classroom (TA led)</li> </ul> <p><i>*Access to equipment eg. sloping writing boards, fidget toys, pencil grips, wobble cushion, overlays, ear defenders</i></p>	<p>Individualised intimate care plan</p> <p>Training for staff where appropriate for physical disabilities</p> <p>Specialist equipment for VI, HI, PD</p> <p>Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team</p> <p>Referral for support and guidance from Occupational Therapist</p> <p>Physiotherapy Services support and plans followed in school</p> <p>TA support during PE/ Outdoor learning / Break times etc</p>