

Provision Map

Cognition and Learning

(Wave 1) Universal provision. High Quality Teaching for All	(Wave 2) Early Interventions. Often group teaching	(Wave 3) Personalised provision. Additional and Different for some pupils (often 1:1)
<ul style="list-style-type: none"> · Differentiated curriculum planning and inclusive teaching. · Learning objective to be displayed appropriately. · In-class support from adults. Teaching team provide support and promote independence where possible. · Learning walls, with clear fonts. Collaborative word banks to encourage independent writing. · Extra time for processing and allowing more time to respond to answers and time to talk through ideas before responding (Talk partners). · A range of resources available including dictionaries, technology and practical equipment. · Increased visual aids / modelling etc. including handouts to make texts more accessible to the children when needed and use of IWB for visual/auditory learners. · Word, letter formation and Little Wandle phonic writing mats– signs to aid recall of the writing process. · Flexible timetable for brain breaks – outdoor/indoor provision and access to a safe space. · Whole class visual timetable accessible. · Squiggle while you wiggle and dough disco teaching to develop cognition, gross and fine motor skills. · Seating plan to be well thought out and flexible, taking into consideration classroom traffic, level of noise, facing window/corridor to minimise distraction and disturbance. 	<ul style="list-style-type: none"> · Short-term extra support to accelerate key points of learning. · The learning objectives will be written in books/printed out by the teacher /TA to enable children to focus on the learning task. · Targeted guided reading/spelling/ phonic/ maths groups, personalised to area of learning need. · Small group work and games that provide opportunity to promote PSED and C&L development such as NELI and SLCN intervention. · Small group work that provides opportunities to practise and consolidate maths/literacy concepts learnt in class. · Use of Peer buddies to support understanding of task and instructions. · Daily individual reading with teacher/TA or guided reading session with fidelity to Little Wandle Phonic Scheme. · Positive role models seated around child and seating position well planned. · Little Wandle catch up and/or rapid catch up programme delivered daily through teaching interventions. 	<ul style="list-style-type: none"> · Frequent home/ school communication and shared targets. · Specialist support from SENCo and Assistant SENCo for pupils needing highly differentiated individualised ILPPs and HCP's or outside agency involvement. · Adapted curriculum based on the child's developmental age. · Option available for uncoupled year group for children not able to access chronological group emotionally or academically. · Personalised ILPP targets to support learning and areas of need which are collaborated with shared responsibility of parents, class teacher and SENCo. · Pre-teaching in preparation for whole class sessions to meet new concepts/text. Mop up sessions to follow learning that has taken place and address misconceptions in the moment. · Work taught and shared in bit size chunks to reduce cognitive overload. · 1-1 precision teaching and intervention– for literacy or numeracy. · Individual arrangements for SATs. · Additional planning, arrangements and handover meetings for transition to new class or new school. · Teacher/ SENCo accompany pupil to attend transition days. · Speech and Language programme developed by SALT to be implemented twice weekly for children with SLCN. · Individual handwriting / fine motor / keyboard skills. · Use of personal visual timetable/now and next board. · Longer sessions for parents evening offering in school timeslots. · Implementation of sound buttons, sentence stacking and recordable whiteboards to encourage independent learning. · SEN passport and monitoring of SEN completed by class teacher and overseen by SENCo. · Additional breaks to support regulation and reduce cognitive overload. · Work on different colour paper for individual needs.

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