

| <p>Wave 1</p> <p>All Pupils, where appropriate.</p> | <p>Wave 2 Provision</p> <p>'Catch-up' Provisions</p> | <p>Wave 3 Provision</p> <p>(SEN)</p> |
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| <p>A creative curriculum which involves learning through exciting topics and opportunities to link subject areas.</p> <p>Differentiated work set to ensure we challenge and support each child appropriately.</p> <p>Due to small class sizes; greater level of support provided to children by T/TA/LSA.</p> <p>Specific, individual targets for each child (numeracy, literacy, social) and rewards for meeting targets.</p> <p>The introduction of iPads for each child.</p> <p>Differentiated letters and sounds sessions taught in small groups.</p> <p>"Treasure chest points/gold stars" and certificates given in parent's assembly are used as reward system to motivate and praise pupils for specific achievements in learning and behaviour. Verbal praise, stickers and names on smiley/sad face to promote high expectations of work and behaviour.</p> <p>Teacher/TA/LSA doing focused small group work in reading, writing, phonics and numeracy.</p> | <p>Use of computer programs to support reading.</p> <p>Individual word banks/alphabet sheets provided.</p> <p>Specific equipment to support individual needs such as pencils with grips, coloured acetate's to place over text to aid reading, slanted desks to support writing, "feely" toys to aid concentration, larger text to aid reading etc.</p> <p>Teacher/TA/LSA doing focused small group work in reading, writing, phonics and numeracy.</p> <p>Extra or differentiated home activities set in accordance with children's individual targets and with the support of parents/carers.</p> <p>Additional support to develop reading skills through additional 1 to 1 reading sessions per week with T/TA/LSA/parent helpers.</p> <p>Peer support by providing children with specific partners who can model tasks clearly.</p> | <p>Additional support sessions with TA/T</p> <p>1:1 TA/LSA support sessions if necessary.</p> <p>Curriculum components tailored to the needs of the child.</p> <p>Child placed on school 'provision map' which outlines need, targets, interventions to meet targets and time period to meet these targets.</p> <p>Alongside provision map, child to have an Individual Education Plan (I.E.P) identifying their need, targets and interventions to help meet these targets in more detail.</p> <p>IEP's are working documents which are reviewed regularly with the parents and other staff.</p> <p>Behaviour strategies based on positive approaches such as 'marbles in a jar' leading to rewards for achieving desired behaviour.</p> <p>Visual prompts where appropriate such as visual timetables of the day for individuals.</p> <p>Resources/aids used for specific needs (i.e.; quiet table/area, sensory toys, social stories).</p> <p>Assessment support from outside agencies such</p> |

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| <p>AM work – individual children working on spellings/handwriting/sentence construction/numeracy (such as correcting number reversals) which are specific to their needs.</p> <p>Visual timetables and calendars featuring day, date, month, weather which older children in school take turns to be responsible for.</p> <p>A range of resources to suit different learning styles. For example; in numeracy use of giant number lines, cubes and place value apparatus for those who require to learn through physical manipulation and small 100 squares, A4 number lines and pencil and paper calculations taught to those ready to move on to more abstract forms of working out problems.</p> <p>The provision of high quality and varied texts for individual reading and guided reading group sessions.</p> <p>After school clubs such as sport, cooking, and art.</p> <p>School trips and regular use of the outside space and woods to enhance all children’s learning.</p> <p>Role play areas in each classroom.</p> <p>Interactive whiteboards.</p> <p>Well-labelled classrooms which encourage organisational skills in our children.</p> | | <p>as Sp and L, EP, OT, Visual Impairment unit if appropriate.</p> |
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| <p>Monitor jobs given to children in order to foster responsibility.</p> <p>Displays which build self-esteem by presenting children's work and also encourage enquiry by asking questions about their learning.</p> <p>Marking in books/work tailored to the individual. Suggestions for next steps to improve and praise for achievements.</p> <p>Emphasis on developing children's confidence, self-esteem, team work and speaking and listening skills through regular opportunities to perform to each other and their families (i.e. Harvest Festival, Nativity, Leavers' Performance and presentations in assemblies).</p> <p>Strong links with the church and community maintained through assemblies led by our local vicar, visits to/performances in church, weekly RE lessons exploring all religions.</p> | | |
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School Offer 2019-2020 SEN Provision.

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