

Cam Hopton Primary School Whole School Provision Mapping

The following provision is an example of what is/ can be made available depending upon a child's needs. Through consultation with parents and outside agencies, My Plan/+ outcomes may require additional provision which is supported through input from Advisory Teaching Service or Health professionals. In the case of children with EHCP funding, alternative provision can/may also be accessed.

Area of Need	Provision for all pupils <i>Universal</i>	Catch-up additional support/ My Plan <i>Targeted</i>	SEND- My Plan + / EHCP <i>Specialist</i>
Cognition and Learning	• Quality First Teach • Adaptations to curriculum planning, activities and outcome. • Adapted delivery. • Guided and group sessions. • Visual timetable • Visual/ practical resources • Access to practical equipment, 100 squares, sound mats, tricky words, dictionaries, writing frames. • TA support in class at least 50% of timetable. • Dyslexia friendly font used and coloured paper for resources if required. • Times Table Rock Stars (Y3 upwards) • Dancing Bears	• Rapid Maths • Rapid Writing • Rapid Read • Apples and Pears • Beat Dyslexia • Additional guided reading sessions • Formation and handwriting support • In class TA targeted support • Multi- sensory spelling practice • Precision teaching • Nessy - reading and spelling support • Speech to text - laptops available	• Toe by Toe • The Write Path - handwriting support • Phonological Awareness Training Programme (PAT) • Alpha to Omega (spelling programme) • See and Learn • Reading and Language Intervention (RLI) • Personalised curriculum planning
Communication and Interaction	• Quality First Teach • Adapted curriculum planning, activities and outcome, including simplified language • Increased visual prompts • Visual timetables • In class TA targeted support	• In class TA support focus on speech and language • NELI - EYFS • Talk Boost (EYFS and KS1) • Social stories • TA targeted support • Now and Next visual board	• Speech and Language therapy input and guided support 1-1 (SEN HLTA) • C and I team input and resources 1-1 • Language for Thinking • Rhodes to Language • Speech and Language referral service

	• Structured routines, school and class • Total communication approach	• Circle of friends • Black Sheep Press • Colourful Semantics • Widget	• Black Sheep Press- as advised by therapists • Widget • In-reach and Out-reach support
Social, emotional and mental health needs.	• Whole School Behaviour Policy • Class Dojo - whole school positive reward system • Whole school and class rules • Class and whole school reward and sanctions systems • Circle Time- PSED • Gem Powers - linked to characteristics of learning and the school values. • Calm club at lunchtimes	• Small group support and social stories (as and when appropriate) • Now and Next visual reminders • Calming box/ quiet space • Drawing and talking intervention • ELSA - 1-2-1 Sessions with our Emotional Literacy Support Advisor • Early start coming into school.	• Individual support sessions • Individual reward system • Home- school record/ diary • Access to CYPs (children and young person's services) • School Nurse advisory service • Time out sessions with TA as appropriate- calm down activities such as gardening etc. • Art therapy
Sensory and or Physical	• Staff aware of difficulty to ensure child is sat within classroom in a good position to see and hear teacher. • Writing slopes available • Pencil grips • Enlarged resources • TA support in class • Squiggle whilst you wiggle (EYFS/ KS1)	• Fizzy programme- small group • Hands on - fine and gross motor support programs. • Funky fingers and Dough Disco • Additional support - gross and fine motor control • Ear defenders • Fidget cushions • Weighted lap blankets or supports • Write from the start • Chew buddies	• Physiotherapy programme 1 -1 • Intimate care plan