

Provision Map – Codicote School – 2016-2017

Area of Need	All Pupils where appropriate	SEN Support	SEN Support- individual provision
Learning	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Varied teaching styles to match learning styles (VAK)</li> <li>• TA support for groups and individuals</li> <li>• Teacher support for groups in independent learning time</li> <li>• Displays/whole class resources</li> <li>• Learning objectives shared with children</li> <li>• Individual, group or layered targets</li> <li>• Alternative methods of recording, such as mind maps, cloze passages</li> <li>• Layered targets</li> <li>• Individual targets</li> </ul>	<ul style="list-style-type: none"> <li>• Individual or 1:2 tuition</li> <li>• Additional guided reading time</li> <li>• Additional TA or teacher group or individual support</li> <li>• Phonics, handwriting or spelling support groups</li> <li>• Gifted and talented groups, allowing teacher to concentrate on remaining children</li> <li>• Structured intervention programmes such as Sir Kitts Quest</li> <li>• Individual reading in KS2 or additional individual reading in Foundation /KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil passport with learning based targets</li> <li>• 1:1 LSA support</li> <li>• Use of Clicker programme or other individualised ICT support - such as iPad apps.</li> <li>• Use of a scribe to record</li> <li>• Advice and input from Applecroft SPLD Base</li> <li>• Individual programme for area of difficulty</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcome</li> <li>• use of visual aids and practical activities</li> <li>• structured timetable</li> <li>• class visual timetable</li> <li>• planned opportunities for speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Additional use of ICT</li> <li>• Additional TA support in speaking and listening activities</li> <li>• Increased opportunities for a group to develop speaking and listening skills</li> <li>• Personal visual timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil passport with relevant targets</li> <li>• External input from Speech and Language Therapist, Communications Disorders Team, Educational Psychologist etc, with possible</li> </ul>

			<p>individual programme to be followed</p> <ul style="list-style-type: none"> <li>• SALT programme delivered 1:1 by an ELKLAN trained member of staff</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• School code of conduct</li> <li>• Class rules</li> <li>• House system of reward</li> <li>• Class rewards/sanctions</li> <li>• Behaviour book</li> <li>• Worry box</li> <li>• PHSE/RE programme</li> <li>• Assemblies</li> <li>• Circle time</li> </ul>	<ul style="list-style-type: none"> <li>• group or individual reward system</li> <li>• home-school books</li> <li>• monitoring by staff/lunchtime staff with support as required</li> <li>• Social Skills group</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil passport with BSE targets</li> <li>• Involvement from outside agencies</li> <li>• 1:1 support in the classroom and/or at unstructured times</li> <li>• Mentoring or counselling</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Physical activities suitable for all abilities (e.g. in PE)</li> <li>• Outside play equipment and facilities</li> <li>• Use of brain gym/handwriting activities</li> <li>• Activities to develop fine motor control</li> <li>• Wide range of extra curricula activities</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting programme</li> <li>• Minor special equipment such as pencil grips and sloping boards</li> <li>• Additional TA/teacher monitoring and focus</li> <li>• Staff training (e.g. use of epi-pens)</li> <li>• Additional use of keyboard or laptop</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil passport with relevant targets</li> <li>• Individual programme from an occupational therapist or physiotherapist</li> <li>• 1:1 support in PE</li> <li>• Use of a scribe</li> <li>• Nappy changing/toilet training</li> <li>• Major specialist equipment</li> </ul>