

Provision Map – Codicote School – 2019-2020

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

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