

CRJS Provision Map by Areas of Need Autumn 2020

All Pupils	
<p>Cognition and learning</p> <p>Learning walls for maths, writing and science to track learning journey. Use of materials/ resources, i.e. base 10, multilink, dictionaries, thesaurus, topic linked books etc. Differentiated flexible groupings. Target and guided groups, including 1:1. Looking and thinking – watching. Colour-banded reading scheme. Visuals – demonstrations. Differentiated learning styles. Pupil-led/ differentiated learning. Learning objectives displayed clearly. Key vocabulary and jottings displayed on slides & flipcharts. Technical words with explanation displayed, i.e. mathematical and grammar vocabulary. Use of Interactive Whiteboard - class teachers/ TAs and pupils model writing and methods. Story maps. Visual timetables displayed for all to access. Children aware of their targets Specific strategies employed to cater for a variety of learning styles. First hand experiences. Learning relevant and related to real life. Individual whiteboards for sharing and jotting ideas and for pre-writing to encourage checking of punctuation, sentence structure and spelling. Class and homework differentiated i.e. differentiated worksheets. All subjects differentiated across and within classes. Use of range of working groups – mixed ability, partner and individual learning. Consistent marking strategies.</p>	<p>Speech, Language and Communication</p> <p>Pupil Parliament comprising of 3 Councils: Eco, Well-Being and Learning. Peer and self-reflection – use of Success Criteria for all work. Established routines. Talk partners, drama and role play, drama, hot seating, Decision Alley and envoying. Labels in classroom to show resources. Subject related vocabulary and explanations displayed on learning walls. Success criteria displayed White boards for whole class answering questions Use of modelling and children copying patterns and ideas Demonstration of instructions Working with partners/ understanding groups Groups for trips chosen carefully Peer mediation Secondary school transition sessions PSHEC/ Circle Time Risk assessments carried out for educational trips. Playground/ classroom/ trips – individual and general Awareness of the environment and equipment being used Strong lesson structure.</p>

Some Pupils	
<p>Cognition and learning Individual visual timetable provided for SEN pupils. Intervention groups to support development of understanding in phonological awareness, phonics, spelling strategies, reading comprehension, sentence structure and number, e.g. 1st Class @ Number and Rapid Writing Interventions. Working Memory activities to develop strategies in improving/ developing memory skills. Phonics-based reading scheme – Collins Talisman, Totem and Alba readers. Task boards and now/ next boards. Task list tick sheet. Word mats. Repetition of key words Key vocabulary printed and displayed for groups and individuals. Built in time for processing and planning Pre-learning or recapping of vocabulary for individuals or small groups. Personalised independent learning folders.</p>	<p>Speech, Language and Communication Social skills lunch time groups. Use of emotion line scale for pupils finding it difficult to express feelings. Friendly group. Social stories Different colours used on Interactive White Board to highlight vocabulary and different types of words. Also different coloured backgrounds used to support learners with dyslexia. Small group secondary school transition sessions. Place pupils close when giving instructions and monitor closely. Print lesson slides for annotation. Print homework instructions.</p>
<p>Social, Mental and Emotional Health Friendly group. Social stories Classroom and reward systems adapted for specific pupils with SEN – work stations, arranged time-out and reward times. Home/school books. Small group secondary school transition sessions Board games groups to develop social skills. ELSA support groups tackling issues such as anxiety, friendships, self-esteem etc. Emotion Coaching</p>	<p>Physical/ Sensory Ear defenders. Fiddle toys. Movement breaks. All to support focus. Seating arrangements adjusted to needs, i.e. cushions, stools, special chairs, use of Thera bands. Individual visual timetables. Individual touch typing sessions. Use of Occupational Therapy school pack to support pupils with physical or sensory issues, i.e. handwriting exercises to strengthen arm and hand muscles for fine motor control. Different colours used on Interactive White Board to highlight vocabulary and different types of words. Also different coloured backgrounds used to support learners with dyslexia.</p>

A Few Pupils	
<p>Cognition and learning Individual visual timetable provided for SEN pupils. Intervention groups to support development of understanding in phonological awareness, phonics, spelling strategies, reading comprehension, sentence structure and number. 1:1 precision teaching of number skills and High Frequency Words Key vocabulary displayed, printed and laminated for groups and individuals. Pre-learning or recapping of vocabulary for individuals or small groups. Pre-teaching to avoid or overcome misconceptions for individuals or small groups Task boards and now/ next boards. Word mats. Coloured overlays to assist reading and coloured paper for writing tasks Work stations set up with all the resources in one place for an individual child</p>	<p>Speech, Language and Communication Social skills lunch time groups. Use of social stories Use of emotion line scale for pupils finding it difficult to express feelings. Friendly group Different colours used on Interactive White Board to highlight vocabulary and different types of words. Small group secondary school transition sessions. Individual or small group transition sessions from KS1 to KS2. Individual transition session when transferring between year groups Place pupils close when giving instructions and monitor closely. Individualised SALT programme designed by speech therapist. Risk assessments for individual pupils for educational trips. ELKAN trained TA to work with pupils identified as having Speech and Language needs.</p>
<p>Social, Mental and Emotional Health Classroom and reward systems adapted for specific pupils with SEN – work stations, arranged time-out and reward times. Use of social stories. Home/school books. Adult supervised break times to foster positive friendship skills. Small group secondary school transition sessions. Individual transition session when transferring between year groups ELSA group and individual interventions supporting pupils with areas of need such as anxiety, attachment disorder, self-esteem issues. Board games groups to develop social skills. Understanding anger sessions. Individual colour-coded timetables to support pupils with ASD/ anxiety. Activities employed to calm anger, e.g. puzzles and mazes, paper shredding and bubble wrap popping etc. Emotion Coaching</p>	<p>Physical/ Sensory Ear defenders. Fiddle toys Seating arrangements adjusted to needs, i.e. cushions, stools, special chairs, Thera bands etc. Individualised OT programme designed by occupational therapist. Individual visual timetables. Individual touch typing sessions. “Safe” spaces agreed for pupils with specified special needs, i.e. ADHD, ASD etc.</p>