

CRJS Provision Map by Areas of Need Autumn 2018

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 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>School Council 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>

Social, Mental and Emotional Health

School behaviour policy upheld consistently.
School's 5 values – respect, achieve, persevere, reflect and belong
Classroom agreements and behaviour expectations applied consistently.
Clear rewards and sanctions.
Peer mentors/ buddies
Set routines with instruments and equipment in all lessons and classes.
Set lesson structure where the aims and objectives of the learning are made clear at the beginning of the lesson.
Carpet spaces / seating plan
Children all sitting facing teacher and IWB
Clear expectations of use of space and instruments
Restorative approaches to behaviour management
Rewards across year group – stickers and table points. Rewards for class and individuals. Praise systems
Positive verbal encouragement.
Shining stars head teacher awards (weekly)
ELSA Drop-in Sessions.
Worry Monster for Y3&4, Worry Zone for Y5&6.
Mindfulness activities built into curriculum.

Physical/ Sensory

Movement breaks/ brain gym
Adaptation of resources. Variety of practical equipment
Adapt skills and equipment to fit child's ability
Left-handed scissors
"Actions" to aid learning and memory
Maths resources – Diennes, number lines, cubes, counters etc.
Teach through use of all senses – video, sound, music, smells. Learning through playing and doing
Educational visits – topic based
Use of outdoor environment for all subjects. E.g. trim trail, pond area etc.
Hearing impaired pupils placed appropriately in classroom
Pupils can move closer to board if needed
Active "Get up and go" sessions
Individual seating plans to support learning
Visual timetables
Music and singing
Creative, hands-on activities
Touch typing opportunities
Opportunities to play different instruments
Time given to explore sounds, create music
Physical interpretations of music/ musical elements
Opportunities to demonstrate learning regularly. Pupils given chance to demonstrate their achievements
Include appropriate equipment.
Carpet spaces / table plan
Mile A Day

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