

## CRJS Provision Map by Areas of Need Autumn 2019

All Pupils	
<p><b>Cognition and learning</b></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 &amp; 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><b>Speech, Language and Communication</b></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>

**Social, Mental and Emotional Health**

School behaviour policy upheld consistently.  
School's 3 values – positivity, belonging and respect  
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.  
Forest School activities and lessons.  
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

<b>Some Pupils</b>	
<p><b>Cognition and learning</b>            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. 1<sup>st</sup> 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><b>Speech, Language and Communication</b>            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><b>Social, Mental and Emotional Health</b>            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><b>Physical/ Sensory</b>            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>

<b>A Few Pupils</b>	
<p><b>Cognition and learning</b>            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><b>Speech, Language and Communication</b>            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.</p>
<p><b>Social, Mental and Emotional Health</b>            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><b>Physical/ Sensory</b>            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>