

St Augustine's SEND Provision

Whole School Provision Map



Quality First Teaching for all Pupils & Wave 3 Provision



**Generic
Summary of Provision**

Wave 1 Quality First Teaching for All

Generic:

- **Clear classroom organisation to promote high expectation – including seating plans, WILFS / clear lesson objectives.**
- **Teacher planning based on an assessment of what the child already knows, understands and can do to create personalised and differentiated teaching, including questioning.**
- **Follow 1,2,3 Behaviour Policy (clear rewards & Sanctions)**
- **Homework clearly logged in planner and written in by an adult if necessary. In addition the homework is identified in the pupils exercise book.**
- **Pupils are given time or support before responses are required**
- **All tasks are clearly explained and / or modelled**
- Informed allocation in group or paired work
- Keywords available in all lessons (comic sans font 14 with graphics if possible). New or difficult vocabulary is clarified, written up, displayed and referred to.
- Effective deployment of teaching assistants to enable teacher to work with EVERY ability group (addressed in planning)
- Left-handed person sits to the left of a right handed person

Personalised Evidence Based Intervention

NA



Cognition and Learning Needs Summary of Provision

Wave 1 Quality First Teaching for All

- Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of individuals.
- Teachers use a range of access strategies e.g. use of models and images or ICT.
- Consideration of the use of peers to maximise opportunities for learning (think/pair/share)
- Catch up programs for literacy and numeracy group interventions (with initial assessment data to monitor progress)
- Organisation of the classroom environment is conducive for learning e.g. background noise is avoided, light source is in front of the teacher. Displays are relevant and well produced.
- Pupils are provided with relevant and accessible resources e.g. word lists, number lines, dictionaries, spell checkers, keywords and spellings, cream paper, reading ruler, coloured exercise books.
- Alternatives to written recording are used including mind mapping and storyboarding
- A range of strategies used to support the dyslexic. All staff aware of T & L strategies to support dyslexia (IDP training)
- Use of procedural facilitators e.g. writing frames accompanied by higher order questioning and teacher dialogue to extend learning
- Appropriate and relevant materials targeted to different pupils according to need, linked to current class unit of work.
- Guided reading/writing/phonic/talk/maths – increasingly personalised
- Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary

Personalised Evidence Based Intervention

- Delivery of evidence based interventions over a time limited period.
- The Reading Intervention Programme
- Paired reading
- Inference training
- Individual session(s) with visiting specialists
- Talk Maths



Communication & Interaction

Summary of Provision

Wave 1 Quality First Teaching for All

- Peer support activities, e.g. working with peer groups to enhance their own understanding
- Use of visual strategies to aid teaching and learning e.g. visual timetables and mini whiteboards and use non-verbal symbols to aid comprehension (keywords with images), translated keywords
- Use of ICT as access strategy (iPad or phone apps / interactive whiteboard / use of laptop...)
- Small group/short term specific interventions, bespoke paired/small group work
- Circle of friends – be aware of mentors in seating plans
- In class support with a focus on supporting speech and language
- Additional explanation of key concepts if required.
- Demonstration of work or examples of end product given
- Comic strip conversations – assists understanding of difficult or key concepts
- Use of stress balls
- IDP Phase 2 (INSET training)
- Visual strategies based on TEACCH (Treatment & Education of Autistic and Related Communication Handicapped Children), providing structure, reducing stress and improving understanding

Personalised Evidence Based Intervention

- High level of 1:1 support (including at unstructured times)
- Visual strategies based on TEACCH (Treatment & Education of Autistic and Related Communication Handicapped Children), providing structure, reducing stress and improving understanding
- Let's Target Communication – NYCC (Social Skills)
- Support from Autism Spectrum Conditions Outreach Support Service (ASCOSS) and SLD Outreach Support Service – NYCC
- Specialist support focused on communication (e.g. SALT, signing)
- Access to regular mentoring work
- Circle of friends – regular meetings within school hours



Medical & Sensory Summary of Provision

Wave 1 Quality First Teaching for All

- Seating plan is relevant to child's medical needs (e.g. near front if Visually Impaired or know if they have a medical pass).
- Planning incorporates a multi-sensory approach (visual, auditory and kinaesthetic methods)
- The use of additional time to allow for processing of information, formulating responses and completing tasks
- Ensure you have the pupil's attention before speaking
- Teacher should not stand with back to the window (causes shadows and cannot see face)
- Encourage pupils to use aids, e.g. hearing aids, glasses
- Enlarge copies of text or use appropriate specialist resources
- Use of interactive whiteboard – e.g. different coloured backgrounds
- Specialist arrangements to be made for tests and exams
- Staff use aid to support pupil (hearing transmitters)
- Advanced planning and special arrangements for off site visits

Personalised & Evidence Based Intervention

- Out of class pass
- Epi Pen training and knowledge by staff (personalised)
- Liaise with outside agencies (hospital, therapists etc.) including advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist and specialist assessment of pupil's needs
- Enhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved.
- Loan of and training in the use of pupil specific, specialist equipment for staff and pupils
- In-school training for staff (pupil specific)



Social Emotional & Mental Health (BESD)
Summary of Provision

Wave 1 Quality First Teaching for All

- **Teacher presence (use of voice, body language)**
- **Class tasks are accessible activities**
- **The class is fully prepared for emotive or sensitive topics.**
- **Planning for activities that may disrupt learning**
- **Positive use of LSD**
- Informed allocation in group or paired work
- Time out cards
- Mentoring (peer & adult)

Personalised Evidence Based Intervention

- Intervention with relevant outside agencies
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