



Mudford Infant School Provision Map Overview 2018-19

Area of Need	Strategies for all (Classroom)	Strategies for some <ul style="list-style-type: none"> • Group work in or outside the classroom • SEN Support • Outside Agencies 	Strategies for the few <ul style="list-style-type: none"> • 1:1 interventions • SEN Support / EHCP • Higher Block Needs
Cognition and Learning	Targeted teaching TA support Differentiation by level, outcome, pitch, pace, grouping and activities RWI groups small and taught at stage not age Opportunities to practise/reinforce skills Visual aids Modelling Visual Timetable Individual resources eg own book, writing frames, yellow paper	RWI – small groups In class support from TA Additional Reading sessions/RWI 1 to 1 Reading Booster group Screening - PhAB, PM-Benchmark, Salford Curriculum-based assessment Precision Teaching Individual RWI/Writing/Numeracy mini interventions EAL support IDP strategies SEN Support Plan (SSP) Individual Provision Map (IPM)	1:1 Reading 1:1 Speech and Language development SENSS Programme Specific teaching of SSP targets SSP & IPM Additional planning and arrangement for transition Advice from Ed Psych during EJAP meetings Advice from SENSS
Communication and Interaction	Active Listening Scheme Differentiation by level, outcome, pitch, pace, grouping and activities Differentiation of curriculum delivery e.g. simplified language, reiteration by TA Key words Visual aids Structured school and class routines Visual Timetable Circle Time Speaking and Listening sessions Drama Chatty Partners	In class support with focus on supporting Speech and Language In-house S&L Programme (TA) Now and Next board Quiet areas Playground monitoring Time to Talk group Pre-topic talk Narrative group Nurture groups Adult led play session SEN Support Plan (SSP) Individual Provision Map (IPM) IDP strategies	Referral to SALT Advice from SALT SALT assistant block of sessions 1:1 S&L support programme followed in school (TA) 1:1 PEICD programme SSP & IPM Additional planning and arrangement for transition Advice from Ed Psych during EJAP meetings Advice from Behaviour Support Services Advice from SENSS

<p>Social, Emotional and Mental Health Development</p>	<p>Whole school behaviour policy Assembly reinforcement Whole school / class rules Whole school / class reward system Whole school sanctions Clear boundaries Circle times Personal reward system TA support Visitors to assembly to provide positive role-models e.g. SEND FUN club for low self esteem ECM children monitored</p>	<p>In class support for supporting behaviour targets ABC Behaviour Log Functional Assessment of Behaviour Emotional and behavioural development classroom assessment Activities to develop social skills e.g. turn taking and role-play etc. Comic strip conversations Social Stories Buddy groups (separate playtime peers) Nurture/ELSA groups/ELSA individual SEAL activities Boxall profile and activities Home-school link SEN Support Plan (SSP) Individual Provision Map (IPM) IDP strategies</p>	<p>Advice from Behaviour Support Services CAMHS – link worker Individual support and counselling (private) MOSAIC counselling Individual reward system Individual Behaviour Programme SSP & IPM Home-School link Referral to Community Paediatrician 1:1 Teacher Time 1:1 ELSA time Additional planning and arrangement for transition Advice from Ed Psych during EJAP meetings Advice from CAMHS</p>
<p>Sensory and Physical</p>	<p>Flexible teaching arrangement e.g. seating, access etc. Staff awareness of implications of physical impairment Pencil grips, chunky pencils, fiddle toys, thera band, plastic sheet under writing/on chair, Fox-Denton chair, carpet square Activities to encourage development of fine and gross motor control Medical support and advice Integration of exercises with PE/games Brain gym PE / Active times Dance Club Yoga-bugs</p>	<p>Early Morning Club- for fine and gross motor control Learn to Move : Move to Learn Brain gym exercises Funky Fingers programme (YrR) Small additional fine motor skills practise Additional Handwriting practise Access to additional equipment e.g. writing slopes SEN Support Plan (SSP) Individual Provision Map (IPM) IDP strategies Mobility Handling Training</p>	<p>Involvement and referral to Community Paediatrician Advice from Occupational Therapist Advice from Physiotherapist 1:1 Physiotherapy programme 1:1 Occupational Therapy programme Individual support during PE and active times SSP & IPM Additional planning and arrangement for transition Access and mobility issues for the whole school and the building Sensory diet Use of sensory room & range of sensory resources Additional planning and arrangement for transition Advice from Ed Psych during EJAP meetings Advice from SENSS</p>
<p>AGT (Able, Gifted and Talented)</p>	<p>Extension and open-ended activities in the classroom TA extension during lessons Sign-post parents to outside clubs</p>	<p>Extension group work Individual Reading to extend vocabulary/comprehension Development of Independent study skills Children access RWI groups by stage, not age</p>	<p>Individual maths challenges Verbal targets Additional planning and arrangement for transition Enrichment activities across curriculum</p>