

Gawthorpe Community Academy

Whole School Provision Map 2018-2019

EYFS	Area of need	<u>Wave 1</u> Inclusive quality first teaching for all	<u>Wave 2</u> Additional interventions to enable pupils to work at age related expectations	<u>Wave 3</u> Highly personalized interventions
	Cognition and Learning	-Differentiated curriculum planning, activities, delivery and outcomes. -An exciting and creative curriculum which makes links between different areas of the curriculum. -Differentiated questioning including open ended questions to challenge and stimulate discussion -Phonics-Letters and Sounds -Write Dance - movement for intro to letter formation. -Increased visual aids/ modeling etc -Visual timetables -In class support from a LSA/ teacher -Focused group work with teacher/LSA eg guided reading/writing/maths -Individual reading with a LSA -Observation and assessment of what a child already knows, understands and can do to inform future planning. -Learning Powers	-Additional support staff in setting to work with children in small groups in all areas of learning if needed. -Early identification in AT. -Individual reading with LSA -In class support from LSA - Write Dance - movement for intro to letter formation. LSA to lead.	- Priority Readers - Additional individual reading with LSA -Access to support from advisory teachers -Access to support from Portage/ Pre-five service.

		-Formative Assessment		
	Communication and Interaction	<ul style="list-style-type: none"> -Differentiated curriculum planning, activities, delivery and outcome, eg simplified language -Unambiguous language -Increased visual aids/modeling -Visual timetables -Use of symbols -Structured school and class routines -SEAL -Talking Partners -Book Share - parents and children (once a week) 	<ul style="list-style-type: none"> -Speech and Language trained support assistant to deliver support programmes to small groups - including assessment of needs using _____ ? -Music Interaction -In class support from LSA with some focus on supporting speech and language. 	<ul style="list-style-type: none"> -Access to and support from Speech & Language Therapy -Speech and Language programmes provided by speech therapist. -Access to and support from CIAT
	Emotional, Behavioural and Social	<ul style="list-style-type: none"> -Whole school behaviour policy -Learning, Respectful, Safe school rule -Class contract -Class reward and sanction systems -Circle time SEALs curriculum activities and resources -Access to Learning Mentor -Value based Learning -British Values -Staff training on Behavior Management and Team Teach - Access to Learning Mentor's room for calming down time 	<ul style="list-style-type: none"> -Social stories 	<ul style="list-style-type: none"> -Behaviour report - home/school link. -SEMHT - specialist teachers delivering bespoke workshops - anger/emotions. -Access to and support from Educational Psychologist -Access to BEAM through referral Early Help Hub.
	Sensory and Physical	<ul style="list-style-type: none"> -Flexible teaching arrangements. -Medical training available when required. 	<ul style="list-style-type: none"> -Dough Disco - Small groups -Access to equipment- e.g. pencil grips. 	<ul style="list-style-type: none"> -Occupational Therapy programmes for individual pupils.

		<ul style="list-style-type: none">-Staff awareness and understanding of physical impairment.-Medical support-Use of pencil grips- Learning mentors room for sensory calm down-Dough Disco - fine and gross motor coordination-Write Dance- movement for intro to letter formation.-Outdoor provision		<ul style="list-style-type: none">-Physiotherapy programmes for individual pupils -Access to equipment- e.g. wobble cushion, ear defenders
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KS1	Area of need	<u>Wave 1</u> Inclusive quality first teaching for all	<u>Wave 2</u> Additional interventions to enable pupils to work at age related expectations	<u>Wave 3</u> Highly personalized interventions
	Cognition and Learning	<ul style="list-style-type: none"> -Differentiated curriculum planning, activities, delivery and outcomes. -An exciting and creative curriculum which makes links between different areas of the curriculum. -Differentiated questioning including open ended questions to challenge and stimulate discussion -Increased visual aids/ modeling etc -Visual timetables -Access to a word processor -In class support from a LSA/ teacher -Focused group work with teacher/LSA eg guided reading/writing/maths -Individual reading with a LSA -Observation and assessment of what a child already knows, understands and can do to inform future planning. -Learning Powers -Formative Assessment 	<ul style="list-style-type: none"> -Priority readers to read each day in the classroom. -Individual reading with LSA -In class support from LSA 	<ul style="list-style-type: none"> -FFT (Fisher Family Trust) - 1:1 led by trained TA staff. -Rainbow Word Intervention - Learning Support Services TA to lead -Priority Readers- Additional individual reading with LSA/adults in class -Access to support from advisory teachers
	Communication and Interaction	<ul style="list-style-type: none"> -Differentiated curriculum planning, activities, delivery and outcome, eg simplified language -Unambiguous language -Increased visual aids/modeling -Visual timetables -Use of symbols 	<ul style="list-style-type: none"> -Time to Talk - led by Learning mentor. -Music Interaction. 	<ul style="list-style-type: none"> -Access to and support from Speech & Language Therapy -Speech and Language programmes provided by speech therapist. -Access to and support from CIAT

		<ul style="list-style-type: none"> -Structured school and class routines -SEAL -Class Council -Talking Partners -Book Share - parents and children (once a week) 	<ul style="list-style-type: none"> -In class support from LSA with some focus on supporting speech and language. 	
	Emotional, Behavioural and Social	<ul style="list-style-type: none"> -Whole school behaviour policy -Learning, Respectful, Safe school rule -Class contract -Class reward and sanction systems -Circle time SEALs curriculum activities and resources -Access to Learning Mentor -Value based Learning -British Values -Staff training on Behavior Management and Team Teach - Access to Learning Mentor's room for calming down time 	<ul style="list-style-type: none"> -Lego Therapy - Learning mentor to lead. -Social stories 	<ul style="list-style-type: none"> -Behaviour report - home/school link. -SEMHT - specialist teachers delivering bespoke workshops - anger/emotions. -Access to and support from Educational Psychologist -Access to BEAM through referral Early Help Hub.
	Sensory and Physical	<ul style="list-style-type: none"> -Flexible teaching arrangements. -Medical training available when required. -Staff awareness and understanding of physical impairment. -Medical support -Use of pencil grips -Dough Disco -Outdoor provision -Specialist Sports coaches -Dance teacher -Gymnastics teacher 	<ul style="list-style-type: none"> -Fit To Learn - led by TA -Additional handwriting practice -Access to equipment- e.g. Writing slopes, pencil grips. 	<ul style="list-style-type: none"> -Occupational Therapy programmes for individual pupils. -Physiotherapy programmes for individual pupils -Access to equipment- e.g. wobble cushion, ear defenders

		- Learning mentors room for sensory calm down		
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KS2	Area of need	<u>Wave 1</u> Inclusive quality first teaching for all	<u>Wave 2</u> Additional interventions to enable pupils to work at age related expectations	<u>Wave 3</u> Highly personalized interventions
	Cognition and Learning	<ul style="list-style-type: none"> -Differentiated curriculum planning, activities, delivery and outcomes. -An exciting and creative curriculum which makes links between different areas of the curriculum. -Differentiated questioning including open ended questions to challenge and stimulate discussion -Increased visual aids/ modeling etc -Visual timetables -Access to a word processor -In class support from a LSA/ teacher -Focused group work with teacher/LSA eg guided reading/writing/maths -Individual reading with a LSA -Observation and assessment of what a child already knows, understands and can do to inform future planning. -Learning Powers -Formative Assessment 	<ul style="list-style-type: none"> -Toe By Toe - although 1:1 not as bespoke as a Wave 3 intervention. -Individual reading with LSA -In class support from LSA -Literacy intervention x3 mornings per week (Year 3) 	<ul style="list-style-type: none"> -Rainbow Word Intervention - Learning Support Services TA to lead -Coloured overlays / paper -Catch Up Reading Programme -Priority Readers- Additional individual reading with LSA -Access to support from advisory teachers
	Communication and Interaction	<ul style="list-style-type: none"> -Differentiated curriculum planning, activities, delivery and outcome, eg simplified language -Unambiguous language -Increased visual aids/modeling -Visual timetables -Use of symbols -Structured school and class routines 	<ul style="list-style-type: none"> -In class support from LSA with some focus on supporting speech and language. -Time to Talk - led by Learning mentor or behavioural officer. 	<ul style="list-style-type: none"> -Access to and support from Speech & Language Therapy -Speech and Language programmes provided by speech therapist. -Access to and support from CIAT

		<ul style="list-style-type: none"> -SEAL -Class Council -Talking Partners 		
	Emotional, Behavioural and Social	<ul style="list-style-type: none"> -Whole school behaviour policy -Learning, Respectful, Safe school rule -Class contract -Class reward and sanction systems -Circle time SEALs curriculum activities and resources -Access to Learning Mentor -Value based Learning -British Values -Staff training on Behavior Management and Team Teach - Access to Learning Mentor's room for calming down time 	<ul style="list-style-type: none"> -Lego Therapy - Learning mentor to lead. -Social stories 	<ul style="list-style-type: none"> -Behaviour report - home/school link. -SEMHT - specialist teachers delivering bespoke workshops - anger/emotions. -Access to and support from Educational Psychologist -Access to BEAM through referral Early Help Hub.
	Sensory and Physical	<ul style="list-style-type: none"> -Flexible teaching arrangements. -Medical training available when required. -Staff awareness and understanding of physical impairment. -Medical support -Use of pencil grips -Specialist Sports coaches -Dance teacher -Gymnastics teacher -Swimming - Year 6 - Learning mentors room for sensory calm down 	<ul style="list-style-type: none"> -Fit To Learn - led by TA -Additional handwriting practice -Access to equipment- e.g. Writing slopes, pencil grips. 	<ul style="list-style-type: none"> -Occupational Therapy programmes for individual pupils. -Physiotherapy programmes for individual pupils -Access to equipment- e.g. wobble cushion, ear defenders, wheel chair