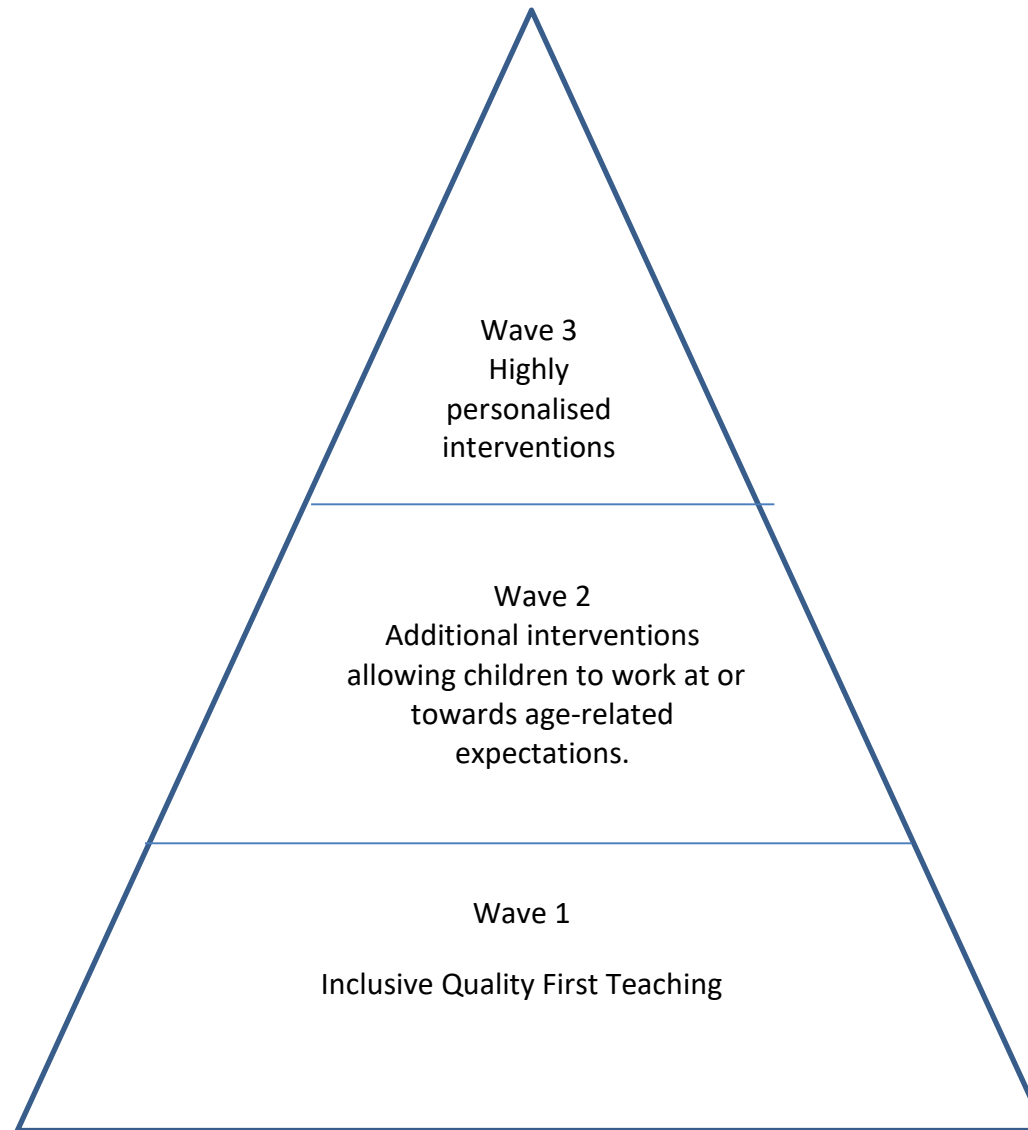


The Chandler Junior School SEN Provision Map



Wave 1 Provision – inclusive quality first teaching

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

- Multi-sensory teaching – a mixture of auditory / visual / kinaesthetic
- Differentiation of tasks (shorter amount of work maybe to make the challenge less daunting i.e. 4 sentences instead of 6 and maybe 4 word problems)
- Tasks related to a personal interest
- Access to key words – word mats, number lines, practical resources
- Breaking down tasks (into chunks written on task card)
- Rewards (could be as simple as reading or drawing a picture)
- Time bonded tasks (use timers)
- Visual Timetable (remove as each card is completed)
- Task card
- Alternative place to sit
- Movement breaks
- Fiddle toy/blu tac
- Regulation of emotion: handing out books/ carrying heavy objects
- Noisometer
- Use of ipad/learnpad to write up work
- Shared writing to encourage imagination
- Date and WALT ready to stick in book
- Red / Amber / Green cards – can be used on all tables – pupils display the card that reflects their ability to work independently so T or LSA can prioritise who they work with.
- Dyslexic tendencies: Cream paper, font Comic sans, Verdana, Arial, Calibri
Use Bold not italics or underlining on worksheets and presentations

Wave 2 Provision – Additional interventions to enable children to work to age related expectations or above.

Intervention: Literacy	Aim	Overview
Write from the start	To help children gain the necessary control to form letter shapes and create appropriate spaces between words, alongside the following perceptual skills required to orientate letters and organise the page.	Programme to develop the fine motor and perceptual skills necessary for effective handwriting.
Handwriting 'speed up'	To improve speed of handwriting, legibility and fluency.	To improve writing habits by using a kinaesthetic programme to develop fluent handwriting.
Toe by toe	To improve reading for children with dyslexic tendencies by breaking	A highly structured multi-sensory reading manual.
5 min box	To provide secure basic skills for reading, spelling and writing whilst maintaining self-esteem and a more positive attitude.	The Five Minute Box is the multi-sensory phonics programme which enables the early identification of potential specific learning difficulties.
Talisman Reading	To help fill the gaps in phonic knowledge (upper school).	A series of books for older, reluctant readers with gaps in their phonic knowledge.
Precision Spelling	To help children who are struggling to acquire automatic skills in learning letter sounds, recognising whole words and spelling.	Highly targeted intervention for teaching spellings.
Phonological awareness programme	To develop vocabulary, speech patterns and processing.	A programme that helps develop and fill the gaps in phonological awareness and auditory processing skills.
Guided reading	To answer questions on a text.	Enabling children to confidently be able to answer a range of questions on different texts.
Style comprehension	To motivate and interest pupils with spelling, reading and comprehension.	Helping children to foster self-checking skills, building independence and developing essential skills.
Literacy Booster sessions	To identify and address gaps in knowledge.	Supporting children to improve their basic literacy skills, knowledge and understanding.

Intervention: Maths	Aim	Overview
Success in arithmetic	To improve pupils arithmetic and calculation ability.	Calculation based intervention for pupils with difficulties in arithmetic proficiency. (upper school)
Snap maths	To improve maths skills, knowledge and understanding.	To identify and address gaps in knowledge.
Maths Booster	To improve maths skills, knowledge and understanding.	To identify and address gaps in maths knowledge, skills and understanding.

Intervention: Additional Group	Aim	Overview
Occupational therapy programmes : Putty group	For pupils to be able to participate fully in all areas of the National Curriculum independently.	Fine motor skills and gross motor skills programmes.
Speech and language therapy programmes	To improve pupils communication skills.	Individual programmes to support pupils individual needs and difficulties
Transition group	To provide smooth transition and prepare pupils for change.	A group to support pupils during transition to new placements.

Wave 3 – Additional highly personalised interventions.

Intervention:	Aim	Overview
Occupational therapist	This programme will target and support the child's individual needs.	OT assess child and devise an individual tailored programme which is implemented in school.
Physiotherapist	This programme will target and support the child's individual needs.	Physio will assess child and devise an individual tailored programme which is implemented in school.
Hearing impairment	Advisory teacher will assess child and suggest recommendations for school.	Pupil will be able to access learning in class.
Visual impairment	Advisory teacher will assess child and suggest recommendations for school.	Pupil will be able to access learning in class.
ICT support	Pupil will be able to access learning in class.	Advisory teacher will assess child and suggest programmes and activities to be used in school.
ELSA	To nurture pupils so they can engage in their learning.	To help pupils address their emotional needs.
Speech and language support	To target and support the child's individual needs.	SALT will assess child and devise an individual tailored programme which is implemented in school.