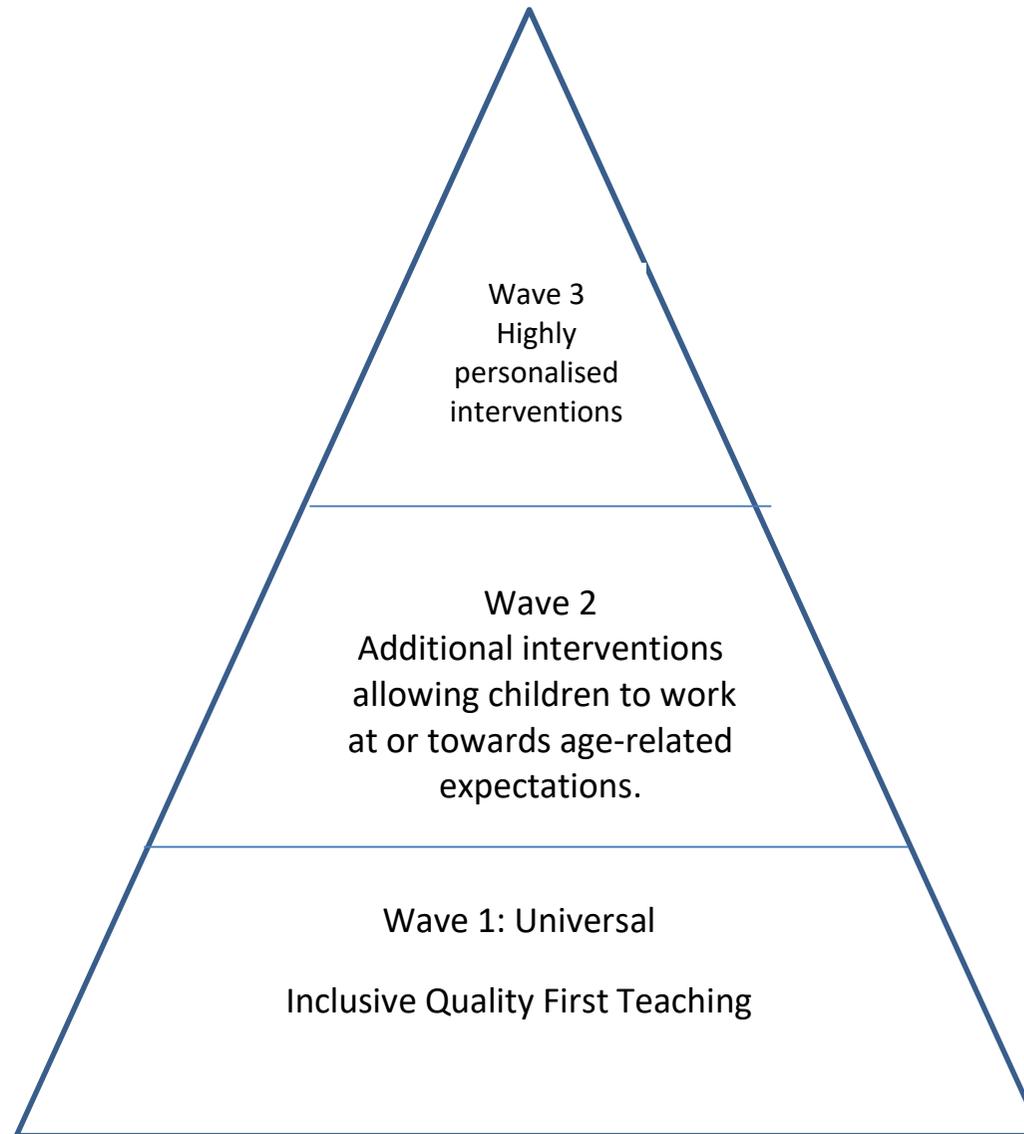


## Chandler Junior School Provision Map



## 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 class laptop or computer 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.

### Cognition and learning

<b>Intervention:</b>	<b>Aim</b>	<b>Overview</b>
Write from the start: LSA	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': LSA	To improve speed of handwriting, legibility and fluency.	To improve writing habits by using a kinaesthetic programme to develop fluent handwriting.
5 min box and 5 min box 2: LSA	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: LSA	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: LSA	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: LSA	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: LSA	To answer questions on a text.	Enabling children to confidently be able to answer a range of questions on different texts.
Literacy Booster sessions: Teachers and HLTA's	To identify and address gaps in knowledge.	Supporting children to improve their basic literacy skills, knowledge and understanding.
Success in arithmetic: LSA	To improve pupils arithmetic and calculation ability.	Calculation based intervention for pupils with difficulties in arithmetic proficiency.

		(upper school)
Snap maths: LSA	To improve maths skills, knowledge and understanding.	To identify and address gaps in knowledge.
Maths Booster: Teachers and HLTA's	To improve maths skills, knowledge and understanding.	To identify and address gaps in maths knowledge, skills and understanding.
Pets as therapy: reading to dogs.	To provide a therapeutic approach to reading and encourage interactions with animals to regulate emotions.	To improve reading ability in a calm environment.

## Communication and Interaction

<b>Intervention:</b>	<b>Aim</b>	<b>Overview</b>
Social Groups: LSA	To improve pupils communication skills.	To model to pupils correct use of language to improve communication between peers.
Speech and language therapy programmes: LSA	To improve pupils communication skills.	Individual programmes to support pupils individual needs and difficulties
Transition group: SENCo, HSLW, HLTA's, LSA's	To provide smooth transition and prepare pupils for change Year 2 and year 6.	A group to support pupils during transition to new placements.

## Social, Emotional and Mental Health

<b>Intervention:</b>	<b>Aim</b>	<b>Overview</b>
Nurture group support 1-1 with LSA	To nurture pupils so they can engage in their learning.	To help pupils address their emotional needs.

Social Groups: LSA	To support pupils emotional wellbeing and social skills.	To improve pupils self-esteem and encourage self-regulation and friendships.
Pets as therapy: reading to dogs.	To provide a therapeutic approach to reading and encourage interactions with animals to regulate emotions.	To improve emotion regulation.

## Physical and Sensory

<b>Intervention:</b>	<b>Aim</b>	<b>Overview</b>
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.
Touchtyping	To enable pupils who struggle with fine motor skills to develop typing skills to improve presentation of work.	Touchtyping programme run 4x per week across all year groups.

### Wave 3 – Additional highly personalised interventions.

<b>Area of need</b>	<b>Intervention:</b>	<b>Aim</b>	<b>Overview</b>
<b>Cognition and learning</b>			
<b>Communication and Interaction</b>	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.
<b>Social, Emotional and Mental Health</b>	ELSA	To nurture pupils so they can engage in their learning.	To help pupils address their emotional needs.
	CAMHS support	To enable support from qualified mental health therapists.	To provide the pupil and family with long term mental health support.
<b>Sensory and Physical</b>	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.