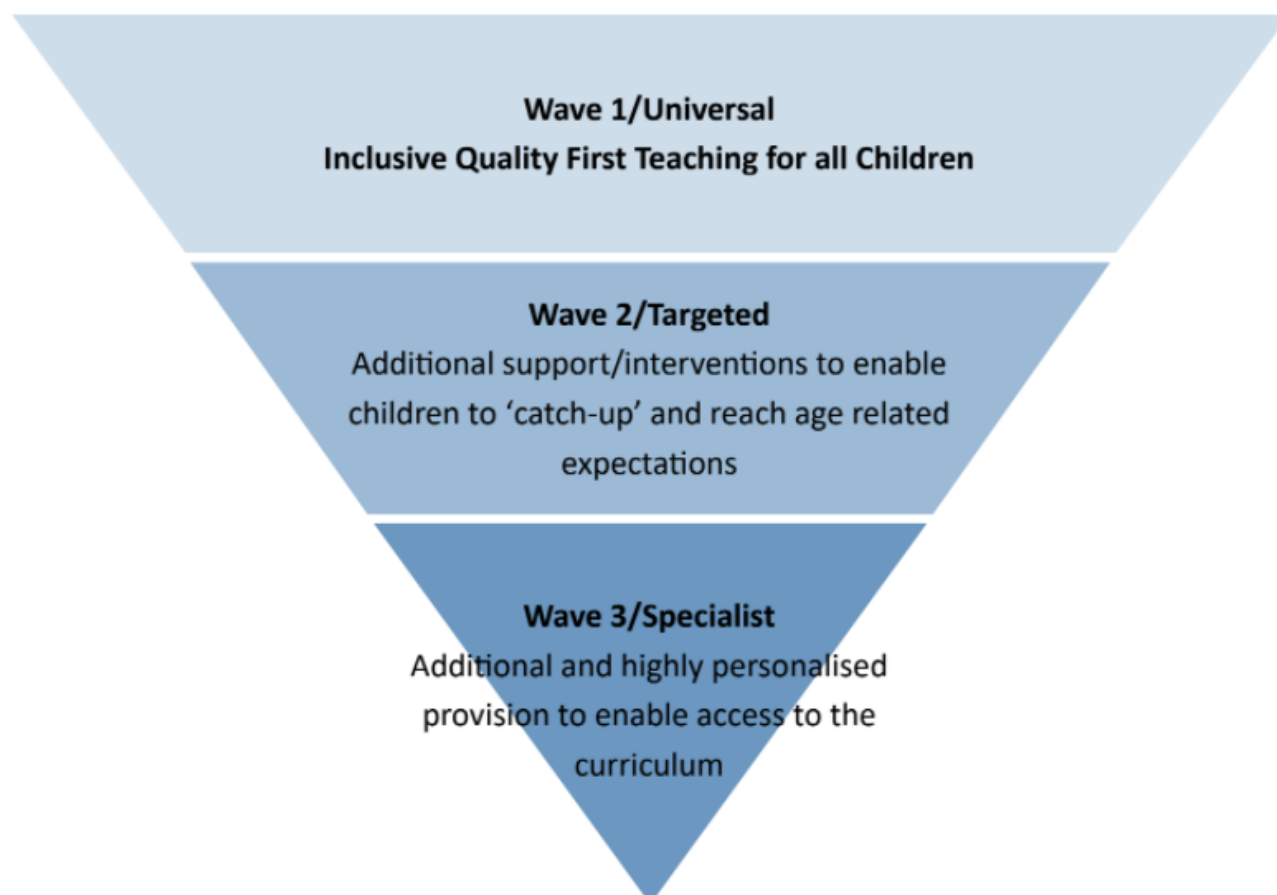


Hambleton Primary School Provision Map.

This provision map outlines the range of support that some children may require from time to time. It matches the three waves outlined within the SEN Code of Practice and is applied to the four categories of need, also from the SEN Code of Practice.



<p>Wave 1 describes quality first inclusive teaching which takes into account the learning needs of ALL of the children in the classroom. This includes differentiated learning, variation of task and creating an inclusive learning environment.</p>	<p>Wave 2 describes specific, additional and time- limited interventions provided for SOME children who may need help to accelerate their progress to enable them to work at or above age-related expectations. Children receiving this level of support may be placed on the SEND register at SEN Support level.</p>	<p>Wave 3 describes targeted provision that is needed for a few children where it is necessary to provide highly personalised intervention to accelerate progress or enable children to reach their personal targets. This may included one- to- one or specialist interventions, or support from external agencies. Children will be on the SEND register at either SEN Support or they may have an Education, Health and Care Plan (EHCP)</p>
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Communication and Interaction

<p align="center">Wave 1 Universal Quality First Teaching for ALL.</p>	<p align="center">Wave 2 Catch up/ additional provision for some children</p>	<p align="center">Wave 3 High level of personalised provision for few children.</p>
<ul style="list-style-type: none"> • Additional processing time • Differentiated planning • Embedded teaching of the qualities of our learning values. • Group work • Key words/ word banks • Modelled interaction • Modelled speech and language • PSHE lessons • School council • Roles of responsibility • Simplified language • Structured class/ school routines • Talk partners • Targeted questions • Consistent use of sound charts/ sound mats throughout the school • Positive verbal feedback • Pupils aware of pre- arranged cues of active listening (symbol/ prompt card) • Delivery of information is slowed down with time given for processing • Minimal use of abstract language • Transition support when starting school and moving between classes • Visual timetable/ aids in classrooms. • Allow thinking time (at least 7 seconds) to formulate responses to questions. • Orally rehearse responses with a peer • Support turn- taking within the school environment • Encourage social interactions during unstructured play 	<ul style="list-style-type: none"> • Emotional Literacy support through trained ELSA • Speaking and listening skills group • Lego therapy • Personalised visual timetable • Pre teach key vocabulary • Checklists/ interventions from Solent Children's Therapy Pack. • Non- verbal communication skills to be taught explicitly. • Non- literal language such as idioms, metaphors and multiple meanings to be taught explicitly 	<ul style="list-style-type: none"> • Early help assessment • Outreach support (Riverside) • Personalised individual timetable/ resources • Use of PECS (picture exchange system) • Now and Next board • Regular speech and language therapy (provided by NHS Speech and Language therapist/ private therapist) • Specialist IT equipment • GP/ paediatrician • Speech and Language therapy (SALT) • Lego therapy • Socially speaking

Cognition and Learning

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • A broad and balanced curriculum with carefully differentiated learning and appropriate task variation. • Careful attention paid to the small steps in each learning journey. • Links to previous learning made explicit • Pre teach subject specific vocabulary • Next steps in learning identified in marking/ verbal feedback • Clear sharing of Learning Objectives and Success criteria • Challenging learning opportunities for all • Use alternative methods to demonstrate understanding • Opportunities to revisit previous learning and to develop memory skills • Well organised learning environments leading to use of our learning values for all. • Termly progress meetings • Supportive working walls and resourced areas. • Clear scaffolding and modelling of skills • Teach sequencing as a skill (stories, alphabet, instructions) • Appropriate questioning • Opportunities to work with a scribe as required. • Effective feedback and marking; opportunities to edit work • Learn with me sessions for parents to explore how spelling/ reading/ writing and maths are taught in school • Parent workshops- maths calculations/ phonics/ spelling/ reading • Regular feedback to parents • Regular home learning • Rigorous tracking and analysis of data • Targeted additional adult support as a result of regular pupil progress meetings • Teach/ model memory techniques 	<ul style="list-style-type: none"> • Additional assessment by SENCo/ outside agencies • Additional time on tasks • Additional visual aids/ resources • Additional reading, often 1:1 • Small group targeted support to close gaps in core subjects- phonics/ number fluency/ spelling • Use of Hampshire SEND toolkit to plan small steps provision in reading, writing and maths • Precision teaching • Pre teaching • Targeted adult support in lessons (individual or a group) • Working memory strategies and retrieval practise taught explicitly. • Use of concrete/ manipulative resources • Highlight important information • Use of ELKLAN strategies • Clarify expectations • Check understanding/ encourage pupils to repeat instructions. • Use of ICT to reduce cognitive load as required. • Use of task board to break learning into manageable chunks • Attention and listening intervention • Use of differentiated reading scheme- project X/ high interest phonically decodable books/ morph mastery for spelling 	<ul style="list-style-type: none"> • Directed addition adult support to access curriculum • Precision teaching • Regular involvement and support/ interventions from outside agencies (SALT) • At least termly meetings with parents, class teacher and SENDCo • TEACHH strategies used • Use of ELKLAN strategies • Use of programmes shared by outside agencies- Riverside • Use of Word- wasp/ phonics intervention for ks 2

Sensory and / or Physical Needs

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Flexible teaching arrangements • School day experiences fully inclusive of children with additional needs • Adapted resources- large font, coloured paper. Overlays • Adaptation to the classroom (when appropriate) • Yellow tape for highlighting edges of steps, kerbs • Additional training for staff provided to meet physical needs • Appropriate seating for all- reduce sensory overload • Carpet spaces • Disabled ramp into school office • Educational visits away from school are carefully planned to ensure all pupils can access them • Fine motor skill activities • Gross motor skill development- P.E. curriculum • Medical support • Physical skills are developed through P.E. and clubs • Staff trained in basic first aid • Additional staff training provided for hearing impairment. • Allow standing in class • Reduce visual distraction • Suitable equipment- pencil grips. Scissors. • Performance management for all staff • Keep background noise to a minimum • Slow down speech but keep natural fluency • Repeat contributions from peers • Face pupil when speaking to them. • Verbalise what is being written on the board as it is written • Access to ICT/ voice recorders. 	<ul style="list-style-type: none"> • Additional handwriting support. • Additional movement breaks • Carpet spots/ cushions • Enlarged texts • Fiddle toys • Wobble cushions/ wedges • Individual health care plans and risk assessments • Checklists/ interventions from Solent Children's Therapy pack • Fine motor group/ 1:1 support- dough disco • Gross motor groups/ 1:1- movement/ sensory circuits • Targeted adult support • Reduce volume of handwriting • Toileting support 	<ul style="list-style-type: none"> • Directed adult support- time to enable access to the curriculum • Individual support with self- care/ lunchtime • Physical and sensory support- Physio, Outreach team, School nurse • Risk assessment and reasonable adjustments made to learning environment • Specialist ICT equipment • Targeted programmes from outside agencies.

Social, Emotional and mental Health

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Whole school behaviour policy, linked to learning values • Whole school anti bullying policy • Positive, nurturing relationships between staff and pupils to ensure children feel safe and valued • Staff expected to 'catch' the positive and emphasise • Personalised teaching/ rewards to children's interests • Communicate in clear and calm manner • Keep instructions, rules and routines short, precise and positive • Assemblies and class routines to reinforce positive values, behaviour and attitudes to learning • Use of pupils name/ cue before giving instructions • Chunk instructions and support with visual cues. • Use different grouping/ seating in class as required. • Positive reinforcement of expectation with class working towards shared reward- honeycomb treat • Training for all staff- de escalation, positive behaviour strategies • Celebration assemblies • Visual timetables • Class/ playground rules- use of play leaders to support positive reinforcement • PSHE sessions linked to SCARF curriculum • Additional PSHE activities aimed at resolving specific individual/ group issues (friendship etc) • Children elect peers to roles of responsibility- school council/ team captains etc • Use of quiet areas • Ensure tools/ equipment are readily available and children are able to access these independently. • Open door policy with regular feedback to parents • Poor/ late attendance monitored • Behaviour monitored using our CPOMs tracking system • Safeguarding policy followed by all staff rigorously and all have up to date training • Use of strategies such as time out/ timers. • Strategies to support self esteem taught explicitly • Training in CAMHs offer for SLT- to be disseminated to staff and parents. • Use of emotions chart • Use of lunchtime clubs by Year 6 play leaders. 	<ul style="list-style-type: none"> • Additional support at playtime/ lunchtime • ELSA groups and some 1:1 ELSA sessions • Individual reward system • Individual social stories • Transition support • Support of anxiety levels with the school environment • Staff facilitate well-being and social interactions at playtime • Anger management and calming strategies taught explicitly 	<ul style="list-style-type: none"> • 1:1 ELSA sessions • ASD strategies • Referral to/ support from CAMHs • Focused transition support • Home – school book • Individual behaviour plan • Individual reward system • Outreach support • Social stories • Targeted work from outside agencies (Behaviour support team) • Use of ear defenders