



Maybury Primary School

Whole School Provision Map by SEND Category 2022-23

Area of Need	All pupils, where appropriate (Wave 1 - Quality First Teaching)	Target and Catch Up (Wave 2)	SEND Support (Wave 3)
Cognition and Learning (CL)	<p>All</p> <ul style="list-style-type: none"> • Adapted curriculum planning, • Adapted activities, delivery and outcome • Increased visual aids / modelling, etc • Visual timetables • Working Walls • Illustrated/ dual text dictionaries • Use of writing frames/models • Access to information technology • Reading Roundabout • Writer's Workshops • Looking for learning approach • Clear sharing of learning objectives • Mini plenary- checking understanding • In class focus groups • VIPERS • Read/Write Inc <p>Years 3-6</p> <ul style="list-style-type: none"> • Cracking Comprehension programme 	<p>Year 1</p> <ul style="list-style-type: none"> • Reading Recovery -20 weeks • Early Literacy Support (ELS - 16 weeks) • Fischer Family Trust (FFT 10 weeks) • First Class @Number-(3x30 minutes x 12 weeks) small group • Y2 Early Literacy Support (ELS - 16 weeks) <p>Year 5</p> <ul style="list-style-type: none"> • Targeted Booster Groups (literacy/numeracy) <p>Year 6</p> <p>Focus Groups:</p> <ul style="list-style-type: none"> • Writing • Grammar and Spelling • Maths <p>All Year Groups</p> <ul style="list-style-type: none"> • Additional use of ICT eg, RM maths. My Maths, Purple Mash • Precision Teaching • Lexia • Clicker 8 	<p>Year 1 and 2</p> <ul style="list-style-type: none"> • Targeted Reading • Additional phonics training <p>All Year Groups</p> <ul style="list-style-type: none"> • Intensive literacy or numeracy support • Support from STIPS including staff training opportunities • Personal Learning Plans and SEND Support Arrangements • Additional individual reading • Paired/Individual reading • Memory skills training • Input and personalised targets from specialist teaching team



Maybury Primary School

<p>Communication and Interaction (CI)</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, eg simplified language Increased visual aids / modelling, etc • Objects of reference • Visual timetables • Use of symbols and basic signing • Structured school and class routines • Pre-Teaching Vocabulary • Talk Buddies • Sound buttons • Talk tickets 	<p>Nursery</p> <ul style="list-style-type: none"> • Elklan approaches <p>Year R</p> <ul style="list-style-type: none"> • Talking Partners (12 weeks) • Talk Boost <p>KS2</p> <ul style="list-style-type: none"> • Talkboost2 Y5 <p>All year Groups -</p> <ul style="list-style-type: none"> • In-class support from TA with focus on supporting speech and language • Colourful semantics • Pre Teaching Key Vocabulary • Thinking lists • Personalised timetables • (Use of QCA step levels for EAL and REMA support as appropriate) • Mantralingua resources/translation devices • Dual text resources 	<p>Individual Provision</p> <ul style="list-style-type: none"> • Speech and language support from SALT, followed up in school • Input and advice from Freemantles Outreach • Support for alternative forms of communication, eg Makaton • Personal Learning Plans • Group Provision colourful semantics programme <p>KS2 -</p> <ul style="list-style-type: none"> • Racing To English Programme
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Maybury Primary School

<p>Social,Emotional and Mental Health (SEMH)</p>	<ul style="list-style-type: none"> • Whole school behaviour policy, based on rights and responsibilities approaches • Values teaching - underpins whole school curriculum • Restorative Justice Approaches to conflict resolution • Class/School reward systems including achievement awards. • Lap snakes • Attention buckets • Timers and adjusted task delivery • Prompts and reminders • Seating and grouping • Circle Time / parachute games • Learning Teams • quiet work stations • Transition planning • Mindfulness training • Wellbeing assemblies • Recovery curriculum • CAMHS and TAMHS approaches (updated mental health awareness training 2019) 	<ul style="list-style-type: none"> • Small group Circle Time • Group reward system • Support for unstructured/transitional times • Lego for communication • Therapeutic story writing • Emotion coaching • Circle of Friends programme • Peer mentoring • ELSA • Behaviour reports and targets 	<p>All Year Groups</p> <ul style="list-style-type: none"> • Individual reward systems • Anger management training • Social skills training • Behaviour Support Service liaison • Risk Assessments and Action Plans • Personalised learning • Input from Freemantles Outreach as necessary (not nursery) • Personal Behaviour Plans • Drawing and Talking Intervention • Lego for communication Intervention • Parent and Child training
<p>Physical and Sensory (PS)</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements Staff aware of implications of physical impairment (individualised training supported by medical professionals as 	<ul style="list-style-type: none"> • Additional keyboard skills • Additional handwriting practice • Access to equipment, eg writing slopes, yoro pens, buff coloured 	<p>All year groups</p> <ul style="list-style-type: none"> • Motor skills programme for small group (using Paediatric Occupational Therapy materials or personal plans - 4 x weekly)



Maybury Primary School

	<p>necessary)</p> <ul style="list-style-type: none"> • Medical support - Alert cards and healthcare plans • Sensory friendly classrooms and approaches • Fidget toys • Brain breaks • quiet workstations/corners 	<p>paper/books. Enlarged script</p> <ul style="list-style-type: none"> • Access to alternative seating and positioning where appropriate • Multisensory teaching and learning opportunities • ear defenders • weighted lap snakes • Sensory toolboxes • Fit4Life group 	<ul style="list-style-type: none"> • Personal risk assessments • Intimate Care plans • Individual support in class during PE as appropriate • Physiotherapy programme (1:1) Access to ICT and assistive software as appropriate. • Risk Assessments and Action Plans • Personal Learning Plans • Team Around Child Approach with Health Services
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