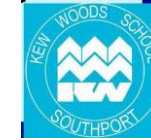


Kew Woods Provision Map



	Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, emotional and mental health.
Quality First Teaching/ Additional Response	<ul style="list-style-type: none"> -Differentiated curriculum -small group teaching -Read, write inc intervention - Use of B squared assessment - alternative methods of recording (word processing, mind map, cartoon strips, ipads) - accessible reading materials (differentiated by ability, buff paper, coloured overlays, block colour, IWB background colour) -Assessment for learning clear (next step marking, targets available, learning objectives clear) -repetition of key skills (basic skills, mental starters, grammar warm ups, daily reading and questioning). -multi-sensory teaching -methods to summarise and highlight key teaching points -differentiated questioning at individual pupil level. -interactive learning opportunities -flexible planning to follow pupil preferences 	<ul style="list-style-type: none"> -Visual supports (whole class or individual timetables, visual behaviour prompts, word banks, displays) -Outcomes modelled -Clear classroom routines -Unambiguous use of language/ age appropriate -Opportunities to work undisturbed and independently. -additional processing time provided - communicate tasks effectively (task planners, time frames, visual models) -clear and simple instructions (key words only, one step at a time, repeated on a 1:1 level). - collaborative working opportunities - Use of B squared assessment - speech and language referral. - E.P referral. 	<ul style="list-style-type: none"> - environmental adaptations (furniture, seating plans, ability groupings considerations, individual work stations, sloping board, left handed pen carpet spot, tangle, wedged cushion, calming tent, weighted resources) - access to mobility equipment (Heathfield chair, toilet steps and frames, use of the lift) - adaptation of resources for sensory needs (coloured paper or overlays, volume of noise, ear defenders, lighting low, blinds open or closed) - Resources for lesson accessibility (number lines, 100 square, word banks, numicon etc) - adaptations to presentation of learning - Effective use of resources, including technology (word processing/ ipads to record, scribe) -Occupational therapy referral 	<ul style="list-style-type: none"> -use of tactile objects for calming (tangles, weighted objects, chewlry) - Time out arrangements (in or out of the classroom) - use of focussed circle time (small group or whole class) - methods to motivate learners (individual reward charts, dojos, you've been spotted, home/school diary) -Use of planned sanctions (dojos and think tank) - appropriate sensory adjustments made - consistent use of positive language and language of expectation. -Range of opportunities to support social and emotional development (emotional barometer, mood board) -class or school mediation strategies (circle time, restorative justice) - E.P referral.

	Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, emotional and mental health.
Early Years SEND Support	<ul style="list-style-type: none"> -Personalised curriculum (b squared targets) - Small group teaching or 1:1 -Read, write inc intervention --Precision teaching - Teoderescu handwriting -The Listening Programme (attention) -Daily reading and questioning - Inclusion Consultant Involvement. - Phonics reading scheme - Number sense - Read, Write Inc Handwriting 	<ul style="list-style-type: none"> -Individual SALT programmes -Time to Talk -The Listening Programme followed by School Start -EP involvement - Speech and Language support ongoing - NELI programme - Social stories - Collins Receptive vocabulary 	<ul style="list-style-type: none"> - Sensory diet plan -The Listening Programme followed by School Start -Bespoke programme designed by OT – fine or gross motor - Teoderescu fine motor control programme -OT support in school and ongoing - Peg to Paper Programme 	<ul style="list-style-type: none"> -Completion of and review of an Individual Behaviour Plan - Completion of and review of a Positive Handling Plan. - The Listening Programme followed by School start - Home/ school diary - Completion of a Pastoral Support Programme (PSP) -EP involvement -Behaviour support involvement -Early Help - Enhanced Transition
Key Stage 1 SEND Support	<ul style="list-style-type: none"> -Personalised curriculum (b squared targets) - Small group teaching -Read, write inc intervention -Precision teaching - Teoderescue handwriting / letter join handwriting programme - Read, Write Inc. Phonetic reading scheme -The Listening Programme (attention) -Daily reading and questioning - Inclusion Consultant Involvement. - Early Fluency programme - Early Reading intervention programme - Precision mathematics 	<ul style="list-style-type: none"> -The Listening Programme followed by School Start. -Time to Talk -Vocabulary Retrieval Programme -Auditory Processing Programme - It's OK to be me self-awareness programme. -Becoming Socially Talented social interaction group programme. - Lego Therapy. -EP involvement - Speech and Language support ongoing - EAL tutor 	<ul style="list-style-type: none"> - Sensory diet plan -Bespoke programme designed by OT – fine or gross motor - Teoderescu fine motor control programme / letter join handwriting scheme. -OT support in school. - Pegs to Paper 	<ul style="list-style-type: none"> -Completion of and review of an Individual Behaviour Plan. - Completion of and review of a Positive Handling Plan. - The Listening Programme - Home/ School diary - Jigsaw short term placement - completion of a Pastoral Support Programme (PSP) -EP involvement -Behaviour support involvement - The Red Beast book and box - CAMHS involvement - Animal therapy - Enhanced Transition

	intervention			
Year 3 and 4 SEND Support	<ul style="list-style-type: none"> -Personalised curriculum (b squared targets) - Small group teaching -Read, write inc intervention -1st class at number intervention -precision teaching - Letter join handwriting programme/ MSL Handwriting programme -The Listening Programme (attention) -Beat Dyslexia - IDL cloud -Oral to written writing programme -Language and Literacy comprehension skills programme - Precision Mathematics teaching - Inclusion Consultant Involvement. 	<ul style="list-style-type: none"> -The Listening Programme followed by School Start. -Vocabulary Retrieval Programme -Auditory Processing Programme - It's OK to be me self-awareness programme. -Becoming Socially Talented social interaction group programme. - Lego Therapy group sessions. -EP involvement - Speech and Language support ongoing - EAL Tutor 	<ul style="list-style-type: none"> - Sensory diet plan -The Listening Programme -Bespoke programme designed by OT – fine or gross motor - letter join handwriting scheme/ MSL handwriting scheme -OT support in school. 	<ul style="list-style-type: none"> -completion of and review of an Individual behaviour Plan. - Completion of and review of a Positive Handling Plan. - The Listening Programme followed by School start - Home/ School diary - Jigsaw short term placement - completion of a Pastoral Support Programme (PSP) -EP involvement -Behaviour support involvement - The Red Beast book and box - Kid Skills - 'Blob Anger' resource - CAMHS involvement - Animal Therapy - School Counsellor - Enhanced Transition
Year 5 and 6 SEND Support	<ul style="list-style-type: none"> -Personalised curriculum (b squared targets) - Small group teaching -Read, write inc. Fresh Start intervention -Precision teaching -Beat Dyslexia - IDL Cloud -Oral to written writing programme -Language and Literacy comprehension skills programme 	<ul style="list-style-type: none"> -Vocabulary Retrieval Programme -Auditory Processing Programme - It's OK to be me self-awareness programme. -Becoming Socially Talented social interaction group programme. - Lego Therapy. -EP involvement - Speech and Language support ongoing - EAL Tutor 	<ul style="list-style-type: none"> - Sensory diet plan -bespoke programme designed by OT – fine or gross motor - letter join handwriting scheme/ Teodorescu handwriting scheme -OT support in school. 	<ul style="list-style-type: none"> -Completion of and review of an IBP. - Completion of and review of a Positive Handling Plan. - The Listening Programme followed by School start - Home/ school diary - Jigsaw short term placement - Completion of a Pastoral Support Programme (PSP) -EP involvement

	<ul style="list-style-type: none">- Mathematics precision teaching- Laptops- Inclusion Consultant Involvement.			<ul style="list-style-type: none">-Behaviour support involvement- Kid Skills- 'Blob Anger' resource- CAMHS involvement- Animal therapy- School Counsellor- Enhanced Transition
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