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## Bow Community Primary School – Provision Map

The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

### **UNIVERSAL APPROACH**

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice.

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### **ADDITIONAL SUPPORT**

If a child requires support in addition to the Universal Approach they may receive the support listed below.

### **COGNITION AND LEARNING**

#### ***UNIVERSAL APPROACH***

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place
- Personalised and differentiated teaching, including questioning

#### ***ADDITIONAL SUPPORT***

- Phonics (group and 1:1)
- Writing intervention
- Maths Catch Up Groups
- Twinkl Code Breakers Small Group and 1:1
- Additional Maths Support (1:1, 1:2 or small group)
- In class support from TA
- Spelling intervention
- Additional individual reading
- Computer programme: Nessy
- Trugs

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<ul style="list-style-type: none"><li>• Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions</li><li>• Differentiated curriculum planning, activities, delivery and outcome</li><li>• Visual timetables</li><li>• Use of writing frames</li><li>• TA in class support</li><li>• Use of symbols</li><li>• Structured school and class routines</li><li>• Numicon and concrete maths activities</li></ul>	
<b>COMMUNICATION AND INTERACTION</b>	
<b>UNIVERSAL APPROACH</b> <ul style="list-style-type: none"><li>• Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</li><li>• Increased visual aids / modelling etc</li><li>• Visual timetables</li><li>• Use of symbols</li><li>• Structured school and class routines</li></ul>	<b>SEND SUPPORT</b> <ul style="list-style-type: none"><li>• In class support</li><li>• Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme</li><li>• Input from Communication and Interaction Team</li><li>• Social Stories</li><li>• Lego Therapy</li></ul>
<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	
<b>UNIVERSAL APPROACH</b> <ul style="list-style-type: none"><li>• Whole school positive behaviour policy</li><li>• Circle Time</li><li>• Smileys Reward System</li><li>• Assemblies: Achievement 'Flame' and Celebration Assembly once a week</li></ul>	<b>SEND SUPPORT</b> <ul style="list-style-type: none"><li>• Social Skills group</li><li>• Individual reward system</li><li>• Positive book/Proud book</li><li>• Year 6 transition support</li><li>• Circle of Friends</li></ul>
<b>SENSORY AND/OR PHYSICAL NEEDS</b>	
<b>UNIVERSAL APPROACH</b> <ul style="list-style-type: none"><li>• Flexible teaching arrangements</li><li>• Staff aware of implications of physical impairment</li><li>• Writing slopes</li><li>• Pencil grips</li><li>• Ear Defenders</li></ul>	<b>SEND SUPPORT</b> <ul style="list-style-type: none"><li>• Fine Motor Skills group – High Five</li><li>• Gross Motor Skills group – Fun Fit</li><li>• Additional handwriting practice</li><li>• Individual support in class during PE and lunch time</li><li>• Reasonable adjustments to environment to support access</li></ul>

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- Fiddle toys