

Provision Mapping 2022 – The Orchard School

Area of Need	Universal WAVE 1	School SEND Support WAVE 2	Specialist SEND Support EHCP WAVE 3
	High Quality inclusive teaching	Wave 1 plus additional, time limited, tailored intervention support programmes	Long term continuing support, increasingly individualised programmes
<i>Cognition and Learning</i>	<p>Differentiated curriculum planning, objectives, activities, delivery and outcome Mastery approach Increased visual aids/ modelling etc. Visual timetables Learning walls Illustrated dictionaries Use of writing frames Differentiated word banks, targets, next steps, success criteria Brain / movement breaks Access to laptops and use of Clicker At least 50% TA in class support Individual marking and feedback during the lesson Individual pupil tracking Ongoing observations and assessment Input from REMA, school nurse, HSLW, Maths manipulatives Praise for effort Advice through Educational Psychologist Clinics</p>	<p>Basic maths support Numbers to 10 and 20 Number recognition Advanced maths support Phonics High Frequency Words (HFW) – reading and writing Extra Reading Spellings Handwriting without Tears Write from the Start Daily handwriting practice Input from Specialist Teachers for Inclusive Practice (STIPS) Educational Psychology Phonological Awareness Programme Precision Teaching Pre teaching of concepts Name writing Language for thinking Word Aware Alpha to Omega Toe to Toe Praise and reward charts Additional checking in from teacher</p>	<p>Writing support Reading High Frequency Words Reading recovery Phonics Numicon Handwriting without Tears Language and reading programme for children with Downs syndrome Input from STIPS , Educational Psychology Precision Teaching Pre teaching key concepts ICT; e.g. Clicker 7 1:1 Support TEACCH work stations – in class and in the SRC Use of ACC and PECS</p>
<i>Communication and interaction</i>	<p>Differentiated curriculum planning, objectives, activities, delivery and outcome e.g. simplified language, chunking instructions, recall and repeating back Increased visual aids/ modelling etc. X2 SALT Champion LSAs in school Visual/personal timetables Use of symbols to support written and spoken language Structured school and class routines Common consistent school vocabulary e.g. 6R's, good looking/sitting etc. talk to learn (whole school focus) TEAMS /class notice board including homework, key vocab etc. clearly displayed Reading record Circle time</p>	<p>Language Steps Pre teach vocabulary Makaton Time to Talk Now and Next boards STIPS Language for Thinking Social interaction groups – /ELSA Lego Therapy group Social Skills groups SALT clinics</p>	<p>SALT input – Weekly Surrey CC SALT attached to the SRC X 2 SALT Champion LSAs Talk Tools Language skills SALT - individual targets Input from Speech and language therapist and assistant, with parental consent ACC (Augmentative and Alternative Communication/ PECS</p>

	<p>Talking partners Review seating arrangement Input from REMA, school nurse, HSLW, EWO Advice through Educational Psychologist Clinics Advice through SALT Clinics</p>		
<p>Social, Emotional, Mental Health and Behavioural</p>	<p>Multi-sensory teaching Whole school behaviour policy based on positive reinforcement Whole school/ class rules – Class reward systems –Sunshine and Rainbow Emotion Coaching strategies Zones of Regulation Seating plan that supports learning Visual timetable Talk partners Circle time ELSA Assemblies that focus on specific issues Worry box Playground buddies Relevant training for school staff Input from School nurse, HSLW, Inclusion Officer Advice through Educational Psychologist Clinics Early help Advice from Primary Mental Health Link Worker</p>	<p>Time to Talk Input from STIPS Behaviour support services, Educational Psychology Primary Mental Health Link Worker Consultations ELSA Emotion Coaching strategies Zones of Regulation Social Stories Friendship focus Lego Therapy group Modelling games and play in a group with LSA Individual reward charts Giving Responsibilities Visual/personal timetables</p>	<p>Zones of Regulation Emotion Coaching Lunchtime support e.g. quiet space to eat Social skills group and individual support Attention and Focus sessions Snack Club Input from; STIPS Educational Psychology Linden Bridge Outreach Primary Mental Health Link Worker Mindworks (formerly CAMHS) Individualised reward charts</p>
<p>Physical and Sensory</p>	<p>Advice through Occupational Therapy Clinics Flexible teaching arrangements X2 OT Champion LSAs in school Surrey County Council's OT helpline Staff aware of implications of physical impairment Availability of resources e.g. Writing slopes, wedge cushion, pencil grips, variety of scissors, foot rests Accessible building Suitable furniture and space e.g. carpeted classrooms, appropriate lighting Teacher facing children when speaking Regular movement breaks Motor development supported through PE curriculum Sand/water and messy play Morning exercise (daily x 5mins CT) Access to play trail at playtimes Adaptations made to the environment * – seating wedges, visual aids, small group working areas Availability of sound field systems Easy access to resources Input from school nurse Disabled toilet in Year 2 block Sound proofing in Year 2 classrooms to reduce echo.</p>	<p>Daily sensory circuit Handwriting Fine motor skills Playdough group Input from Physical and Sensory support services (including visually impaired team) Write Dance Scissor skills Pencil control Handwriting without Tears Write from the Start</p>	<p>Fine motor control Core strength and gross motor skills OT Sensory circuit Gross motor skills Fine motor skills Movement breaks (as needed/frequently) Heavy lifting/pushing activities Regulation activities e.g. climbing/swinging Messy play Gardening Toileting support Input from; Occupational therapists Physiotherapists Physical and Sensory Support Service Brain Breaks</p>

* see accessibility plan Reviewed Oct 2022