



Dearham Primary School Whole-School Provision Map

	Universal Provision	SEND provision
Cognition and Learning	<ul style="list-style-type: none"> • High expectations and appropriate challenge • Appropriate differentiation of work, questioning and feedback • Effective feedback both verbally and through the marking of books • Teacher and teaching assistant support is rotated through abilities • Clear learning objectives and next steps – children involved in the process • Regularly updated and interactive classroom displays to support key learning points • Use of peer learning – talk partners etc • Multisensory learning approach (visual, auditory and kinaesthetic) • Planning meets the needs of all children and based on what children already know – ‘Assessment for learning’ principles in place • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals • Learning presented in manageable chunks, with mini plenaries throughout sessions to ensure pupils are making good progress • Structured school and class routines • Access to concrete materials such as base ten and word banks (where appropriate) to support progress • High standards of writing is expected across all curriculum areas • Use of our outdoor areas • iPad and computer access • High and clear standards of presentation in exercise books 	<ul style="list-style-type: none"> • Computer programmes e.g. IDL • 1:1 and/or small groups where appropriate • Carefully selected and monitored targeted intervention given where deemed appropriate • Targeted support given in class by teacher/teaching assistant to individuals or small groups • Tailored homework where appropriate • A SEN Support Plan may be completed to set SMART targets and document parent/pupil voice and to monitor progress • Additional individual reading • Marvellous maths intervention programme • Maths Recovery intervention programme • ELS intervention programme • Talk Boost intervention programme • Fluent in 5 (Morning Maths questions) • Toe-by-Toe • Cumbria reading intervention • Black sheep resources



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Communication and Interaction	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language/questions/resources. Increased visual aids and modelling Visual timetables Structured school and class routines Opportunities for children to work with a variety of peers and for voices to be heard e.g. class discussions, reading of work, role play/hot seating Role play opportunities which are modelled when appropriate Both adult-led and child-led story time Home-school records, parents evenings, school fairs, summer picnic, school council suggestion box, Head boy/girl, deputy Head boy/girl, Year 6 SLT 	<ul style="list-style-type: none"> In class support Word banks, phonics charts, mnemonics and posters e.g. bed signs to support individuals who reverse letters the wrong way Socially speaking Time to Talk ELSA CBT group work/1-1 work Small group circle time Individual reward chart Tailored questioning and opportunities for communication e.g. sharing work or running errands to another class/pupil/adult Talk boost intervention
Social, Emotional and Mental Health difficulties	<ul style="list-style-type: none"> Whole-school positive behaviour policy Circle time and collective worship to instil and maintain our Christian values as a school Rewards – house points, head teachers award, courtesy cup, friendship award, stickers/stamps Reward assemblies Worry monster/worry boxes Growth mindset Jigsaw RHE scheme 	<ul style="list-style-type: none"> Time to talk Socially speaking social skills group Year 6 transition support Quiet spaces available Individual rewards Closer observation at lunch/break times Small group circle time ELSA CBT group/1-1 work



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Sensory and/or physical needs	<ul style="list-style-type: none">• Writing slopes• Pencil grips• Wheelchair access• Staff aware of implications of physical impairment• Fine/gross motor skill activities• Sand/water/sensory trays• Outdoor areas	<ul style="list-style-type: none">• Additional handwriting/spelling practise• Fine/gross motor skills intervention in class• Additional support in PE where appropriate• Reasonable adjustments to environment to support access
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