

Powell Corderoy Whole School Provision Map by Areas of Need 2018

<p><i>What every child can expect to receive</i> (Universal/Core Provision/Wave 1)</p>	<p>There are three formal opportunities to meet with class teachers a year, but parents are welcome to discuss their child as needed by making an appointment.</p>
<p><u>Cognition and Learning</u> Differentiation within classes Stimulating and supportive learning environment Class-based Teaching Assistant support as needed SENCO assesses learning Referral system in place to identify children causing concern Regular monitoring of lessons by leadership team to ensure quality first teaching Regular assessment/tracking of pupil progress Regular access to a library – class timetabled slot Staff Continued Professional Development (CPD) Effective transition processes with feeder schools Flexible seating arrangements to maximise learning</p>	<p><u>Speech, Language and Communication including ASD</u> Visual timetables in all classrooms Resources are clearly labelled Staff Continued Professional Development, (CPD) Effective transition processes with feeder schools Language Link in Reception and Year 1 to assess speech, language and communication skills and identify and address any needs</p>

<p><u>Social, Mental and Emotional Health</u> Positive and upbeat family ethos at the school Positive behaviour management in place Restorative justice approach used to manage disputes Whole school behaviour policy and practice, including Anti-bullying strategies Values led school curriculum PSHE curriculum, including Circle Time taught in class bases with class teacher Emotional Literacy Support Assistant (ELSA) Mrs Bull, in place Home School Liaison officer (HSLW) Vicki Kelsall Educational Welfare Officer, (EWO) and HSLW work closely together Access to year group trips and events Staff Continued Professional Development, (CPD) Peer mediators in each playground every playtime Play leaders in KS1 playground to encourage and lead play Buddy bench and Friendship Stops in each playground Opportunity to be part of the POW Newspaper and student council Assemblies/class assemblies School 'Houses' and house-point system Reward certificates weekly for learning styles and personal qualities School nurse talk on relationships and body changes Year 5&6</p>	<p><u>Physical/Sensory</u> Physical Activity includes: Balanceability taught in year R to promote physical agility and coordination PE taught by specialists Wheelchair access available Handwriting is taught as part of regular lessons from reception upwards, in an age appropriate way. Flexible teaching arrangements e.g. seating, teaching resources Availability of resources e.g. pencil grips, pens Staff Continued Professional Development, (CPD) Large and spacious grounds with multisensory activities for all children</p>
<p><i>What a child can access if they have additional needs</i> <i>(Targeted/Enhanced/Wave 2)</i></p>	<p>The support each child is receiving is outlined on their class Provision map which each teacher reviews at least termly. Parents are informed by letter or in person, and consulted regularly.</p>
<p><u>Cognition and Learning</u> A graduated approach to developing skills which is followed by all staff members Additional support in class from TA or class teacher for specific skills Access to technology such as Chromebooks and dictaphones as needed. Additional support is outlined in letters home to parents and targets shared termly or as needed. Staff Continued Professional Development, (CPD) Learning Assistant training in specific interventions/strategies School tracking of pupils' progress in specific interventions Impact assessment of all interventions monitored half termly</p>	<p><u>Speech, Language and Communication including ASD</u> Visual timetables and other support, including now/next boards used in class. Speech and Language activities in small groups run by class teacher and TAs Staff Continued Professional Development, (CPD) Learning Assistant training in specific interventions/strategies Language Link activities for targeted children with TA support Language Link activities for parents to use at home – KS1</p>

<p><u>Social, Mental and Emotional Health</u> Social skills groups run by ELSA or HSLW The school is working towards their Values curriculum award and anti-bullying charter mark award Behaviour management plans and a clear behaviour policy used by all staff. Year 6 peer mediators available at every play time Staff Continued Professional Development, (CPD) Cartoon conversations, emotions cards, the incredible 5 point scale in use in classes to support emotional literacy Anxiety support available via ELSA and HSLW 1-1 support available via ELSA Learning Assistant training in specific interventions/strategies School tracking of pupils' progress in specific interventions</p>	<p><u>Physical/Sensory</u> BEAM/Sensory Circuits club run 4 mornings before school to support pupils to be alert and ready to work Balanceability taught in year R to promote physical agility and coordination - after initial sessions for all pupils, specific children receive additional support as needed Learning and movement breaks are built into pupil's time tables as needed Staff Continued Professional Development, (CPD) Learning Assistant training in specific interventions/strategies Monitoring safety in practical lessons and PE including the appropriate risk assessments</p>
<p><i>What a child can expect if their needs require additional support at a higher level (Personalised/Specialist/Wave 3)</i></p>	<p>The school will make reasonable adjustments, including the provision of auxiliary aids and services for disabled and SEND children.</p>
<p><u>Cognition and Learning</u> Pathway plans which clearly outline targets and what is being done to achieve them. These are reviewed at least termly, a process which involves the child and parental views. Clear flow charts outlining the main areas of difficulty present in our school and what we do to meet these additional needs are available on the school website The school works with a network of professionals to ensure that the children receive the correct support as needed. If applicable, specific support from a Learning Assistant Specific literacy and numeracy activities, including the use of numicon, now/next, memory books and planning formats to support learning</p>	<p><u>Speech, Language and Communication including ASD</u> Autism outreach support, (Linden Bridge) Access to parent support group for Autism, (ASD) ASD ambassador and ASD siblings ambassador appointed from the school cohort. They talk to the child and/or parents involved to help them understand the condition from the child's perspective and to provide peer support for the affected pupils, including their peers. A wide range of speech therapy tools are available to enable staff to target needs. Home-School communication books for individuals Equipment for specific needs purchased when needed Referral to and support from Speech & Language Therapy If applicable, specific support from a Learning Assistant High level needs identified by Language Link supported weekly</p>
<p><u>Social, Mental and Emotional Health</u></p>	<p><u>Physical/Sensory including allergies and asthma</u></p>

<p>Personalised behaviour and learning support plans Access to Surrey Social and emotional mental health (SEMH) specialist teaching service Access to the Child and Adolescent mental Health Service, (CAMHS) Personalised risk assessments Referral to Early Help and other support providers as needed Access to nurture group provision ELSA support, mentoring from other adults If applicable, specific support from a Learning Assistant SENCO interventions to support transition periods</p>	<p>All reasonable changes to the school systems and fabric are made to ensure that disabled pupils are outlined in our Accessibility Policy. All staff are trained yearly in the use of epi-pens and also on managing Asthma Medical alert plans are published in the staffroom and medical room so that all staff are aware. Children with allergies are known to all staff, including mealtime supervisors, and their plans are reviewed regularly. Parents and staff keep in close contact and pre-plan trips and outings to ensure that the risks are known and covered. Opportunity to access Occupational Therapy, (OT) Wheelchair access, disabled toilets, wheelchair lift Individual Care Plans are written with the child and parents/carers to ensure that all aspects of the child's needs are provided for Equipment for specific needs purchased when needed Access to school nurse If applicable, specific support from a Learning Assistant Sensory advice from VI, HI and PD specialist teaching service</p>
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