

## APPENDIX 1 - COLBY PRIMARY SCHOOL PROVISION MAP 2023-2024

	<b>Whole school quality first teaching provision – all pupils</b>
Applicable to all four broad areas of SEN	<ul style="list-style-type: none"><li>• High expectations for all children.</li><li>• Differentiating the curriculum: adjustments made to planning, activities and outcomes as needed to meet needs and ensure all children make progress.<ul style="list-style-type: none"><li>○ Teacher considers the teaching approaches that will work best to engage children and help them overcome any barriers to learning.</li><li>○ Planning lessons that build on what children already know.</li></ul></li><li>• Whole school positive behaviour policy.</li><li>• Setting tasks with clear goals and timescales for completion. Tasks and instructions are broken down into stages.</li><li>• Having clear and consistent classroom routines and explicit expectations for learning behaviour.</li><li>• Adjusting timetables to allow intervention work to take place, while still allowing pupils access to a broad and balanced curriculum.</li><li>• Using flexible grouping to allow pupils to work with a variety of different children.</li><li>• Remote learning available when pupils are unable to attend lessons.</li></ul>

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Cognition & Learning	<ul style="list-style-type: none"> <li>• Differentiating delivery e.g. longer processing times, reading instructions aloud etc.</li> <li>• Visual aids used during teaching.</li> <li>• Modelling and worked examples.</li> <li>• Providing easily accessible, clearly labelled resources (picture and word labels) and strategies to support independent learning (e.g. word banks, writing frames, concrete resources in maths).</li> <li>• Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction.</li> <li>• Displays and working walls.</li> <li>• BBC supermovers and other kinaesthetic learning activities.</li> <li>• Making written information more accessible (e.g. alternatives provided to reading instructions from the board – ‘text to voice’ software or individual printed or written instructions on table).</li> <li>• Additional support provided during the lesson by teachers and support staff.</li> <li>• Giving instructions in small chunks with visual clues. Checking for understanding by asking children to tell you what they have to do.</li> <li>• Daily phonics (Reception, Y1 and beyond as required).</li> <li>• Daily mile or other timetabled movement breaks for improved focus in following lesson.</li> <li>• Lunchtime reading club in the library – older ‘reading buddies’ reading to younger children.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 and small group work on personalised maths targets.</li> <li>• 1:1 and small group work on personalised literacy targets.</li> <li>• 1:1 and small group work on personalised phonics targets.</li> <li>• Daily 1:1 reading.</li> <li>• Differentiated ICT such as: <ul style="list-style-type: none"> <li>○ EdShed, PhonicsPlay, Dino Eggs etc.</li> <li>○ IXL, Hit the Button, Sumdog etc.</li> </ul> </li> <li>• Pre-teaching of key vocabulary.</li> <li>• ‘Write from the start’ programme developing fine motor and perceptual skills.</li> <li>• Leitner system used to teach common exception words.</li> <li>• Precision teaching for maths and literacy.</li> <li>• Guided reading groups.</li> <li>• Reading partners.</li> <li>• Additional phonological awareness interventions.</li> <li>• ‘Typing Club’.</li> <li>• Daily small group phonics booster sessions.</li> <li>• Voice to text assisted technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Part-time attendance at Cognition and Learning Specialist Resource Bases (SRBs).</li> <li>• Input from Educational Psychologist.</li> <li>• Input from EPSS specialist teacher.</li> <li>• Additional National Test access arrangements.</li> <li>• Scribes/readers.</li> <li>• Sensory diet activities.</li> </ul>

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Communication & Interaction	<ul style="list-style-type: none"> <li>• Differentiating teaching, for example, giving longer processing times, reading instructions aloud, etc.</li> <li>• Offering peer to peer support (e.g. giving time to think and talk to a partner before answering a question).</li> <li>• Clear instructions including visual aids, broken into small steps.</li> <li>• Structured school and class routines. Visual timetable with symbols.</li> <li>• Children informed of change in advance.</li> <li>• Use of photos/pictures.</li> <li>• Considering where a child sits in the classroom to give them the best access to the support they need e.g. minimise distraction/support sensory needs/clearly access visual prompts.</li> <li>• Language enrichment and vocabulary development through shared stories with pictures to support comprehension.</li> <li>• Modelling and worked examples.</li> <li>• Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups.</li> <li>• Differentiated questioning.</li> <li>• Communication Trust 'Communication Friendly Environment' class observations.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Attention Autism' interventions.</li> <li>• Speech, Language and Communication interventions recommended by the Norfolk and Waveney Speech and Language Team, including: <ul style="list-style-type: none"> <li>○ Vocabulary building</li> <li>○ Concepts</li> <li>○ Irregular past tenses and plurals</li> <li>○ Following instructions</li> <li>○ Grammatical word endings</li> <li>○ Speech sounds</li> <li>○ Colourful semantics</li> <li>○ Visualising and verbalising technique</li> <li>○ Phonological awareness</li> <li>○ Social communication activities</li> </ul> </li> <li>• Nuffield Early Language Intervention Programme.</li> <li>• In class support from Teacher/TA with focus on supporting speech, language &amp; communication. Individual reinforcement of task using simplified language, repeated instructions and key information.</li> <li>• Talk stickers or home-school book detailing the day's activities to allow families to discuss learning and play with their child.</li> <li>• Social stories.</li> <li>• Pre-teaching of key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Input from Norfolk and Waveney Children's Speech and Language Therapy team. Individual assessments, staff training and advice.</li> <li>• Input from Educational Psychologist.</li> <li>• Additional National Test access arrangements.</li> <li>• Transition support. Children are informed about changes in advance and extra support is put in place.</li> </ul>

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Social, Emotional & Mental Health	<ul style="list-style-type: none"> <li>• Whole school Positive Behaviour Policy and anti-bullying culture.</li> <li>• Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups.</li> <li>• Celebration assemblies, 'show and tell' and house points.</li> <li>• Promotion of Growth Mindset.</li> <li>• Circle time.</li> <li>• Class rules, co-produced with children.</li> <li>• Flexible seating arrangements and quiet/low-stimulation areas.</li> <li>• Family Fridays.</li> <li>• Parent and pupil questionnaires.</li> <li>• School council.</li> <li>• Use of Newsletters to celebrate successes in and out of school.</li> <li>• School mental health champion.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily/weekly/half-termly emotional 'check-ins'.</li> <li>• Leadership roles matched to pupil strengths to boost self-esteem.</li> <li>• Daily morning transition support activities.</li> <li>• Gardening groups and Eco teams.</li> <li>• Focussed social time adult supervision.</li> <li>• School pet duties.</li> <li>• Additional break and lunchtime social support.</li> <li>• Zones of Regulation.</li> <li>• 5 point scale.</li> <li>• Lego club.</li> <li>• Calming strategies toolbox.</li> <li>• 1:1 'Walk and Talk' sessions – this may be weekly or as needed and could have an emotional literacy teaching focus or simply a nurture 'check in'.</li> <li>• 1:1 and small group sessions teaching self-regulation techniques.</li> <li>• Providing quiet spaces for children to access when they need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Input from Educational Psychologist.</li> <li>• Input from EPSS SEMH advisor.</li> <li>• Input from Emotionally-based school avoidance team.</li> <li>• Home-school book – personalised emotional and learning report.</li> <li>• Transition support. Children are informed about changes in advance and extra support is put in place.</li> <li>• Personalised reward charts.</li> <li>• Sensory diet activities.</li> <li>• Social time support.</li> <li>• Signposting to external agencies as appropriate.</li> </ul>

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Sensory and/or Physical	<ul style="list-style-type: none"> <li>• Flexible seating arrangements - considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction.</li> <li>• Motor skill development activities and letter formation.</li> <li>• Chunky pencils/pencil grips.</li> <li>• Left-handed equipment.</li> <li>• Anti-glare IWB backgrounds.</li> <li>• Outdoor Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Write from the start’ programme developing fine motor and perceptual skills.</li> <li>• Timetabled ‘Sensory Diet’ activities.</li> <li>• Modified games and activities.</li> <li>• Providing quiet spaces for children to access when they need it.</li> <li>• Movement breaks.</li> <li>• Balance, coordination and core strength intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Input from Educational Psychologist.</li> <li>• Personalised lunchtime arrangements.</li> <li>• Anti-distraction work station/screens for work station.</li> <li>• Wobble cushion, weighted shoulder pad, resistance bands etc.</li> </ul>