

Newport Junior School SEND Provision Map for Key Stage 2

Area of Need	Wave 1 – Quality First Teaching General Provision <i>For all children</i>	Wave 2 – Teacher Focus Enhanced Group Support <i>For those just below National age related expectation, need a boost to ‘catch up’, not necessarily identified as SEN.</i>	Wave 3 – Additional SEN Support Higher Need <i>For those who despite Wave 2 intervention require further intervention or it is felt Wave 2 not appropriate due to a specific need.</i>
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes. • Individual targets for Reading, Writing and Maths. • Cross Curricular use of ICT • VAK Learning and Teaching styles • Models and images • Assessment for Learning strategies • Higher order thinking skills • Higher order questioning • Focus group support from TA • Focus group support from CT • Study Buddy system • Classroom visual supports 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Calculation policy • Maths manipulatives • Bar modelling • Booster sessions • Year 6 Maths club • Barriers to Mathematics resources • Pre teaching input <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Oxford Reading Tree • FLS programme • Phonics programmes • Beat Dyslexia • Guided writing sessions • ICT • Clicker • 2 simple • Reading comprehension – guided reading • Handwriting policy • Teaching and Learning policy • Pre teaching Input 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Wav3 maths • Dyscalculia Toolkit • Numbershark • Pre teaching input • Numicon <p><u>Literacy</u></p> <ul style="list-style-type: none"> • 1:1 reading support • Speedy reading • Precision letters and sounds • SNIP • Toe by Toe • Input from LSAT • EP service • Word Aware Approach • Memory games • Transition planning • Pre teaching input • Colourful semantics

		<ul style="list-style-type: none"> • Year 6 Writing club 	
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes. • Variety of Language • Word of the day. • Visual stimuli • Modelled structures • Group discussions • Cross curricular links • Thinking Time • Talking postcards • Study buddy system 	<ul style="list-style-type: none"> • Targeted support for Speaking and Listening. • Modification of language, accompanied with model or image. • Thinking Time – pausing to allow time for pupil to process. • Word banks and visual prompts • Nurture group 	<ul style="list-style-type: none"> • LSAT support • SALT support • Dictated work • EP service • Pre teaching • ICT support • Language cards • Transition planning • Colourful semantics
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour policy. • Class and school based reward systems. • Whole school approach to PSHE • Circle Time • Safeguarding Guardians • DSLs 	<ul style="list-style-type: none"> • Social stories • Comic strips • Individual reward and sanction system • Behaviour plan • Behaviour risk assessments • Social skills group • Nurture 	<ul style="list-style-type: none"> • EP service • Early intervention team • Socially Speaking • Pastoral work 1:1 • Behaviour support team • Child in Care support • CAF • TAC • CAMHs • Transition planning
Sensory and Physical	<ul style="list-style-type: none"> • Brain Gym • PE curriculum • Swimming • Differentiated planning, activities, delivery and outcomes. • Handwriting policy 	<ul style="list-style-type: none"> • Additional handwriting support • ICT skills support • Touch typing tutor • Speed Up 	<ul style="list-style-type: none"> • 1:1 support for physical needs • Pre-writing fine motor skills • Teodorescu programme • OT support

	<ul style="list-style-type: none"> • Staff awareness of physical and sensory needs • Sensory profiles for ASD • Supportive equipment, e.g. scissors, rulers, pencils and grips • Environmental considerations, e.g. lighting, background noise, seating position, etc... 	<ul style="list-style-type: none"> • Gross Motor pre-writing exercises • Fiddle toys • Different forms of recording, e.g. peer, type, draw, scribe, video 	<ul style="list-style-type: none"> • Sensory Inclusion Support • Physiotherapy support • EP service • LSAT input • Dance mat • Adapted equipment • Individual risk assessment • Transition planning
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