

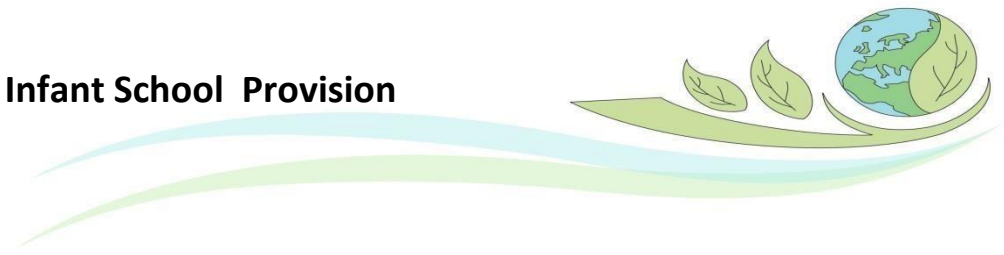
Dane Royd Junior & Infant School

Provision Map- Whole School Offer

NB: We also use strategies from the following document shared by EPS which detail Wave 1,2 and 3 provision for different executive functioning skills <https://www.tradedservices.wakefield.gov.uk/Pages/Download/4118cfb5-f6a3-482a-b79a-b6e233b0671d/PageSectionDocuments>

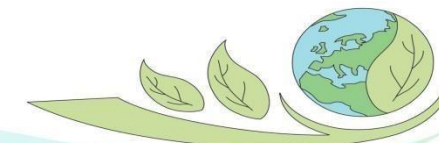


Dane Royd Junior and Infant School Provision Map



Dane Royd Junior and Infant School Provision

Map



Area of Need: Cognition and Learning

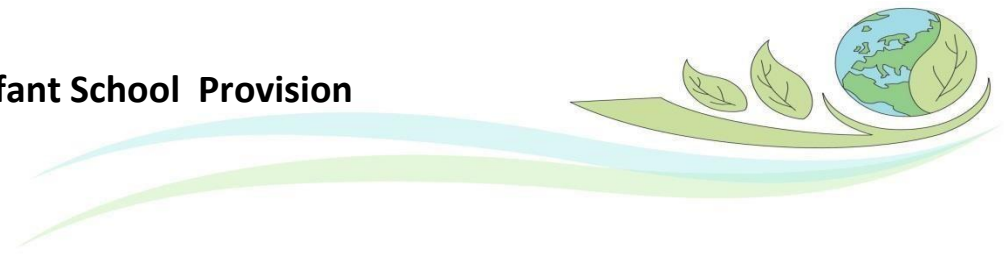
Wave 1 Daily Class Teaching All pupils where appropriate	Differentiated curriculum planning, activities, delivery and outcomes Increased visual aids Modelling examples Whole class visual timetables Use of writing frames Access to visualising devises Success Criteria, AfL strategies	In class support from TA(s) (daily in all classes) Read, Write, Inc Learning Support Service input at 'Drop-Ins' (twice annually) Educational Psychology input at 'Drop-Ins' twice annually Read,Write Inc. NCETM mastering number Strategies from Natural Born Learners toolkit - found on website
Wave 2 SEN Support (Small group)	Reading Booster groups (weekly TAs and/or CTs) Writing Booster groups (weekly TAs and/or CTs) Maths Booster groups (weekly TAs and/or CTs) TTs Intervention Handwriting support (weekly TAs and/or CTs) Read,Write Inc. grouped teaching (TAs and/or CTs) Sentence Smart (twice a week, 30 mins, 1:4, LSS/TA) Speed Up! (twice a week, 20 mins, 1:3, TA) Springboard Maths (daily, 20 mins, 1:6, TA) Sentence SMART (three times a week, 20 mins, 1:4, TA) Reading Fluency Project	Paired Writing (three times a week, 20 mins, 1:4, TA) Read, Write Inc. KS2 (weekly/daily/as required, I hour, 1:6 TA) Reading Comprehension Booster (three times weekly, 20 minutes, TA) Common Exception word/Spelling Working Memory Activities Consonant cluster Ticking Texts Rainbow words Jellyfish spellings Toe by Toe Memory games Strategies from Natural Born Learners toolkit - found on website
Wave 3 SEN Support MSP Educational Health & Care Plans.	OPP/ SMLP/ MSP Target achievement time (as required, CT and/or TA) EHCP Objectives achievement time (as required, CT and/or TA) EHCP Annual Reviews (Annually with CT and SENCO) Learning Support Service 1:1 Read,Write, Inc. 1:1 Sessions Additional Individual Reading (CT and or TA) Speech and Language Therapy (delivered as required, CT and or TA) Clicker 8	Multi-Sensory Impairment Team advice delivered daily by CT/SNA Specialised individual programmes of intervention. Doorway online Objects of reference Read, Write Inc Spotlight children (Fast Track and Pinny Time Rainbow words Jellyfish spellings Lifeboat Toe by Toe Stairway to Spelling Strategies from Natural Born Learners toolkit - found on website

Dane Royd Junior and Infant School Provision Map



Area of Need: Communication and Interaction		
Wave 1 Daily Class Teaching All pupils where appropriate	Differentiated curriculum planning, activities, delivery and outcomes Increased visual aids Modelling examples Whole class visual timetables Use of writing frames	Access to visualising devices Success Criteria, AfL strategies In class support from TA(s) (daily in all classes) Learning Support Service input at 'Drop-Ins' (twice annually) Educational Psychology input at 'Drop-Ins' (twice annually) Strategies from Natural Born Learners toolkit - found on website
Wave 2 SEN Support (Small group)	Musical Interaction (twice a week, 20 mins, 1:4, TA) Time to talk (twice a week, 20 mins, 1:4, TA) TalkAbout (weekly, 45 minutes, 1:3, TA) Making Friends (twice a week, 20 mins, 1:4, TA) Socially Speaking (weekly, 45 minutes, 1:7, TA) NELI	Social support groups/networks Well Com Take 5 Lego Therapy Consonant clusters Board Games Strategies from Natural Born Learners toolkit - found on website
Wave 3 SEN Support MSP Educational Health & Care Plans.	OPP/ SMLP/MSP Target achievement time (as required, CT and/or TA) EHCP Objectives achievement time (as required, CT and/or TA) EHCP Annual Reviews (Annually with CT and SENCO)	Communication and Interaction Service 1:1/small group (R) Timeout Time Home - school record (daily/as required) Specialised individual programmes of intervention. Well Comm WISENDSS Attention Autism (Bucket Time) Strategies from Natural Born Learners toolkit - found on website

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Area of Need: Emotional, Behavioural and Social		
Wave 1 Daily Class Teaching All pupils where appropriate	Whole school behaviour policy based Whole school / class rules Class reward systems Team Points\ Raffle Tickets Achievement Assembly School Council In class support from TA(s) (daily in all classes)	Learning Support Service input at 'Drop-Ins' (twice annually) Educational Psychology input at 'Drop-Ins' (twice annually) Jigsaw PSHE curriculum Strategies from Natural Born Learners toolkit - found on website
Wave 2 SEN Support (Small group)	Small Group Circle Time (daily or weekly as required, TA or CT) Group reward systems Peer mentoring (as appropriate) Conflict Resolution/ Restorative Approach (as required) Board Games Strategies from Natural Born Learners toolkit - found on website	Time to talk (twice a week, 20 mins, 1:4, TA) TalkAbout (weekly, 45 minutes, 1:3, TA) Making Friends (twice a week, 20 mins, 1:4, TA) Socially Speaking (weekly, 45 minutes, 1:7, TA) Nurture Group Lego Therapy

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Wave 3 SEN Support MSP Educational Health & Care Plans.	Individual counselling (as appropriate) Individual reward system Home - school record (daily/as required) Peer mentoring (as appropriate) SEMH (as required) Early Help Hub (as required) CAMHs (Communication as required)	1:1 Future in Mind Session (blocks of 3) OPP/ SMLP/MSP Target achievement time (weekly or as required, CT and/or TA) EHCP Objectives achievement time (weekly or as required, CT and/or TA) EHCP Annual Reviews (Annually with CT and SENCO) Specialised individual programmes of intervention. Sensory/ Time out room School Nursing 1:1 sessions Emotional Regulation Strategies from Natural Born Learners toolkit - found on website
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Area of Need: Sensory and Physical		
Wave 1 Daily Class Teaching All pupils where appropriate	Amendable teaching arrangements to accommodate resources Whole school staff aware of implications of physical or sensory impairments Pencil grips (where necessary) Fully Cursive Handwriting Scheme (Being rewritten Nov 2021) Amendable seating arrangements in class Access policy	In class support from TA(s) (daily in all classes) Learning Support Service input at 'Drop-Ins' (twice annually) Educational Psychology input at 'Drop-Ins' (Phil twice annually) Brain gym exercises (Daily) Environmental adaptations Strategies from Natural Born Learners toolkit - found on website
Wave 2 SEN Support (Small group)	What's in a Bag/It's on the Cards (weekly 1:3, TA) Brain gym exercises (Daily) Fit To Learn (twice a week, 20 mins, 1:4, TA) Move to Learn (twice a week, 20 mins, 1:4, TA)	Write Dance (twice a week, 20 mins, 1:4, TA) Musical Interaction (once per week 1:4, TA) Take 5 Strategies from Natural Born Learners toolkit - found on website



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Wave 3 SEN Support MSP Educational Health & Care Plans.	Hearing Impairment Team Support Specialised Hearing Equipment Visually Impairment Team Support ACCESS team support Occupational Therapist Team Support Physiotherapy Team Support Individual Physiotherapy Maintenance of Specialised Resources	OPP/ SMLP/MSP Target achievement time (as required, CT and/or TA) EHCP Objectives achievement time (weekly or as required, CT and/or TA) EHCP Annual Reviews (Annually with CT and SENCO) Speech and Language Therapy (delivered as required, CT and or TA) Environmental adaptations Habilitation Intimate Care Reformatting work Strategies from Natural Born Learners toolkit - found on website
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