



Holy Trinity Pewley Down School Provision Map

This map shows the support we provide:

Whole school approach (the quality first inclusive teaching that takes into account the learning needs of all children)

SEN Support (Termly Structured Conversation with Class Teacher or Termly SEN Review with Class Teacher and SENCo) – Additional targeted interventions to allow children to work at or towards age-related expectations or above

Education Health Care Plan (EHCP) – Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities.

If you want to find out more, you are welcome to make an appointment to visit the school

Examples of Quality First Inclusive Teaching (QFT) for All Children – Whole School Approach

- The teacher ensures that all children are involved and engaged with their learning and ensures high levels of interaction for all.
- The teacher will plan highly focused lessons with sharp objectives.
- Appropriate use of teacher questioning, modelling and explaining with regular opportunities for children to talk both individually and in groups.
- Verbal feedback and quality first marking informs all children of their next steps.
- Teachers will use a variety of learning styles used to suit the learning needs of individuals.
- The teacher will plan different and appropriate activities for different groups or individuals. Sometimes this is by setting them the similar activity but by expressing different expectations in terms of their outcome.
- Teachers also provide different resources for children in order to allow them to access activities e.g. some children may need practical resources to enable them to carry out a similar activity to other children in the class i.e. counters in a maths lesson, a word mat in writing activity.
- Children are also given more time, more support (from the teacher/class TA) or are allowed to work on a quiet table or in a quiet part of the classroom.
- Sometimes children with an identified SEND are given support within the class to enable them to access activities being undertaken by the rest of the class.
- Sometimes the teacher supports children by giving further input for a child with identified needs after the rest of the children have begun to carry out a task to ensure that they understand what the activity involves.
- A TA might introduce a child to an activity before the rest of the class. E.g. if a book is going to be used in an activity a child with SEND might share this book with a TA earlier that day or the previous day. The teachers will all use regular encouragement and praise to engage and motivate children.
- Target Tracker is used to monitor children's progress.
- Risk assessment for outings and trips.
- Our Reception classes offer free-flow access to both outdoor and indoor classrooms and access to a wide range and variety of activities, both adult led and child initiated.



Further examples of Whole School Provision by Areas of Need – SEN Support including termly class teacher structured conversation	
<p>Cognition and Learning Stimulating and supportive learning environment Teaching Assistant in class support Regular tracking of pupil progress (Target Tracker) EAL in class support Differentiation within class Paired Learning Partners Regular access to library and lessons by inspiring librarian – class slot/individual Good transition plans with feeder schools Access to groups of similar levels and ability to maximise self confidence Access to groups where peers are good role models for language and communication skills, co-operative and independent application to task Easy access to equipment and resources (Lumio, Numbersharks & Wordsharks) Extra take up time for responses to questions and group contribution Extra time for activities Practical activities and experiential learning Specific work stations where appropriate Learning prompts on the walls. Children’s work is displayed throughout the school. Classroom rules and code of conduct are displayed on the walls Regular monitoring of lessons by leadership team to ensure QFT Staff Continued Professional Development (CPD)</p>	<p>Social, Mental and Emotional Health Emphasis upon encouragement and praise for positive behaviour Well prepared and appropriate work for pupils of varying abilities Clear understanding of expectations Motivate good behaviour Clear and consistent system of rewards and sanctions PSHE curriculum: Circle Time taught in class bases with class teacher Home School Link Worker Working closely with outside agencies: SW Specialist Teaching Team advice (Surrey County Council), Educational Welfare Officer advice Access to year group trips and events Staff Continued Professional Development (CPD) Safeguarding INSET Social engineering before break time and lunch time Introduction to peer buddies Parenting support is offered where appropriate Celebration of a range of cultures and faiths Good transition plans to secondary schools Trained and experienced TA s and Teachers Headteacher awards</p>
<p>Speech, Language and Communication Differentiated work with a well-placed TA to advise and read instruction Clear classroom routines supported by visual cues Pictorial timetables Make use of ICT Keeping board work to a minimum Allowing extra time to complete work Strategies to develop and extend listening and attention Reading partners Alternative forms of recording such as scribing, recording and peer note taking to enable pupils to demonstrate knowledge without the requirement for extended written work</p>	<p>Physical/Sensory Working closely with the Physical and Sensory Support Service Wide range of extra curriculum school clubs (before/after school, break and lunch) Availability of resources and materials Specially trained TA Modified curriculum to match children’s learning styles (VI/Hi) Visual Impairment (VI) Lighting Tactile Markers Yellow paint markings on steps Clear and familiar access route around classroom Blinds in classrooms Doors with both push plates and handles Hazardous, immovable/fixed objects highlighted Hearing Impairment (HI) Social and emotional development of the pupil The listening environment Technical support such as Soundfield systems in all classroom Language and communication support</p>



Targeted/Enhanced Provision Map by Areas of Need – SEND Support including termly SEN Reviews with SENCo

<p>Access to external resources/professionals</p> <ul style="list-style-type: none"> • SW Specialist Teaching Team : Behavioural Support (BSS), Learning and Language Support (LLS), Educational Psychologist (EP) • Physical and Sensory Support Services (PSSS) – Visual Impairment (VI) and Hearing Impairment (HI) • NHS special units: Speech and Language Therapist (SALT), Occupational Therapist (OT) <p>Staff Continued Professional Development (CPD) Home School Link Workers (HSLW) SEND Support Arrangements Termly SEN Reviews SEN TA Away INSET Staff development in specific interventions/strategies Target Tracker to monitor progress to all SEN and Ex SEN pupil groups Headteacher Awards and motivating rewards</p>	
<p><u>Cognition and Learning</u> SEN Literacy Groups lead by Special Need Teachers (SNT) Trained Speech and Language TA (SLTA) Foundation/KS1 Interventions EAL Groups (Yr R – 2), SNT Literacy support/Handwriting groups (Yr 1) SNT Track Literacy/ Literacy Support (Yr 2) KS 2 Interventions Yr 3 - 6 :EAL, SNAP Maths, SPAG Phonics/Writing, Handwriting, Reading Partners Yr 3 & 4: Literacy Kit, Reciprocal Teaching (Yr 3 & 4), Target Decoding (Yr 4) Phonological Awareness (Yr 4), Targeted inference deduction (Yr 4), Spelling/Phonic Focus Group (Yr 4), Visual Discrimination (Yr 4) Yr 5 & 6: Alpha to Omega Spelling, Comprehension Skills, Boosters Spelling, Maths</p>	<p><u>Speech, Language and Communication</u> Staff Continued Professional Development (CPD) Trained Speech and Language Teaching Assistant SLTA Intervention Groups (Yr R to Yr 6)</p> <ul style="list-style-type: none"> • SLTA 1 to 1/ Paired Literacy group (Yr R – 2) • SLTA Literacy Group (Yr 2) • SLTA (Yr 3 to Yr 6) • SLTA Topic Based Language group (Yr 4) <p>Access to external professional resources: (Speech and Language Therapist, STEPS – LLS) SEN TA Away INSET training in specific interventions and strategies</p>
<p><u>Behavioural, Emotional and Social Needs</u> HSLW sessions/groups: Social skill, Self-esteem and Meditation groups Behaviour Management Plans Risk Assessment for outings and trips</p>	<p><u>Physical /Sensory</u> Access to PSSS and OT Risk assessment in PE Monitoring safety in practical lesson and PE Access to range of sensory equipment</p>
<p>Personalised/Specialist Area of Needs Specific Intervention – EHCP</p>	
<p>Specific 1 to 1 TA (full/part time) Support, Annual Reviews, SEN Reviews (Termly), Access to outside professional agencies if applicable Personalised Education Plan (PEP)</p>	
<p><u>Cognition and Learning</u> Access to LLS and EP 1 to 1 TA support Personalised curriculum EAL support</p>	<p><u>Speech, Language and Communication</u> Access to Freemantles/Outreach (ASD support) Home school communication book Individualised programme regularly delivered</p>
<p><u>Behavioural, Emotional and Social Needs</u> Home school communication book Personalised Behaviour Management Plans Personalised Risk Assessment for outings and school trips Access to BSS and EP 1 to 1 HSLW sessions Tailored support programme dependant on need</p>	<p><u>Physical/Sensory</u> Access to OT and PSSS Individual OT programmes delivered Individual Health Care Plan</p>