

The Cambridge Primary School

Provision Map 2020-2021

At The Cambridge, we place great emphasis on the need for early identification of barriers to learning and interventions to help alleviate these. Careful recording of information is maintained regarding the provision made for each child from the day your child enters the school.

There are three school based stages of support:

- **Wave 1 (Early Intervention)**

All children receive good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom (quality first teaching). Children on Wave 1 receive slight adaptation to quality first teaching as well as additional monitoring and support.

- **Wave 2**

Wave 2 outlines specific, additional and time-limited interventions. Wave 2 interventions are often targeted at a group of children with similar needs. At this stage, children have specific target to support their learning. Progress will be monitored termly and a decision made to revert back to wave 1, remain at wave 2, or, increase support to wave 3.

- **Wave 3**

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress. At this stage an individual education plan is written, containing priority targets in consultant with both parents, external professions and the child.

Cognition and Learning

All children (Quality First Teaching)	Wave 1 (Early Intervention)	Wave 2 Intervention	Wave 3 Intervention
<ul style="list-style-type: none"> • Quality teaching is embedded. • Curriculum is differentiated at planning, delivery and outcome stages. • Next steps to learning identified in marking. • Use of ICT to enhance teaching and learning. • Clear sharing of Learning Objectives and Success Criteria • Clear targets and identification of next steps shared • Child-led learning • Dyslexia friendly classroom • Effective questioning • Challenging work for all • Individual and group reading • Regular pupil progress meetings held. • Performance management for all staff. • Regular monitoring of teaching quality. • Feedback to parents at least termly. • Additional staff training as necessary. • Scholar tracking • Visual timetables • Visual clues • Displays to support learning 	<ul style="list-style-type: none"> • Allow more time on tasks • Class visual timetable/ verbal reminders • Targeted individual/ small group exposure to reading • Use picture/ letters/ cue cards • Use large print • Highlight important information • Pre-teach topic key vocabulary • Check understanding/ Encourage pupil to repeat instructions • Clarify expectations • Allow 'thinking time' • Planned seating in class for attention and listening • Personalised rewards system/positive reinforcement 	<ul style="list-style-type: none"> • Adult support to support learning in the class- individual/small group • Increased visuals aids/ task boards / word wall • Heard read in school individually 3x a week • Use manipulative and concrete resources • Task differentiated further • Timers • Pre-teach English specific key vocabulary (EAL) • Pupil observation form • Break down tasks further into smaller steps (now and next board) • Small group support (English) • Small group Support (Maths) • Writing intervention • Spelling/ Phonics intervention • Maths intervention • Precision teach intervention • Attention and listening intervention 	<ul style="list-style-type: none"> • Directed/small group LSA support (in addition to learning in class) • Individual timetable/ now and next board • Heard read in school individually more than 3x a week • SEND arrangements written and reviewed termly. • 1:1 English support • 1:1 Maths support • EP referral completed / EP involved in pupils support • Allow movement breaks between activities • TEACCH approach

Communication and Interactions	<ul style="list-style-type: none"> • PSHE work is high profile. • Talk partners regularly used in class. • Structured school and class routines. • Classroom responsibilities. • Visual timetables displayed in classrooms. • Sound charts in classrooms. • Opportunities for performance (assemblies). • Chunking instructions • Outdoor learning opportunities • Speech and Language as part of differentiated planning and creative curriculum. • Positive verbal feedback. • Daily circle time. 	<ul style="list-style-type: none"> • Allow time to formulate a response to a question • Needs support joining in and keeping up with conversation • Needs support joining in and following games • Prompts needed to participate in class • Use peer support to encourage communication • Support turn-taking within the school environment • Encourage social interactions during unstructured play 	<ul style="list-style-type: none"> • In-house speech and language programme • Non-verbal communication skills to be taught explicitly. • Non-literal language such as idioms, metaphors and multiple meanings to be taught explicitly. • Needs support to learning and using new vocabulary- provide word mats/ word pots. • Social communication skills to be taught explicitly • Run errands/ jobs outside the classroom • Turn-taking intervention • LEGO therapy intervention 	<ul style="list-style-type: none"> • Support from Speech and Language therapist • Support from the communication and Interaction Team (C&I) • PECS approach/ sign language • Needs a home/school communication book • Adult support during unstructured play • Social Stories
Sensory and/or physical	<ul style="list-style-type: none"> • Flexible teaching arrangements. • School day experiences are fully inclusive of children with additional needs. • Disabled toilets • Appropriate seating for all. • Play Leaders at break time. • Motor development promoted through active PE. • All staff receive basic first aid training. • Additional staff training provided for hearing, visual impairments, and physical needs. • Outdoor learning opportunities 	<ul style="list-style-type: none"> • Allow standing in class • Reduce visual distractions • Planned seating in class to reduce sensory overload 	<ul style="list-style-type: none"> • Use of specialised resources: grips, slopes, coloured filters, wobble cushions, weighted belt • Allow for minor movement (fidgeting) • Movement breaks/ time out between lessons • Ignore sloppy work when content is good • Reduce volume of handwriting • Support dressing and undressing • Support needed for using cutlery • In-house fine-motor skills intervention • In-house gross-motor skills intervention • Handwriting intervention • Toileting support • Visual Perception intervention • Personal Care Plan 	<ul style="list-style-type: none"> • Fidgets toys, seats and chews. • Fine/ gross motor as directed by OT • Opportunity to follow physiotherapy recommendations and use specific equipment. • School nurse referrals/ recommendations • Allow for movement breaks within the lesson • Use of workstation to reduce distractions • Scribe work • Planned transitions throughout the school day

Social, Mental and emotional Health

<ul style="list-style-type: none"> • Whole school anti-bullying policy • School values identified, celebrated and discussed. • Behaviour system displayed in classrooms and adhered to. • 'Excellence Postcards' sent home • Whole school and class rules. • Structured routines. • Class assemblies. • Celebration assemblies with teacher • Achievement awards and Head Teacher awards. • Classroom responsibilities. • All staff follow schools 'Positive Touch' policy. • Poor/ late attendance – phone call home and monitored over time. • Safeguarding concerns monitored. • Positive reinforcement of behaviour through stickers/rewards and proud cloud. • Open door policy. • Staff available to facilitate emotional well-being and social interaction at playtime. 	<ul style="list-style-type: none"> • Allow choices • Transition warnings • Strategies to support self-esteem taught explicitly • Use of emotions chart • Identified key adult 	<ul style="list-style-type: none"> • Optional lunchtime club • Support anxiety levels with the school environment • Individual classroom reward system • Staff facilitate emotional well-being and social interactions at playtime • Support for transition into new year groups • Anger management and calming strategies taught explicitly • Individual/ small group nurture programme 	<ul style="list-style-type: none"> • Assessment by Primary Behaviour Support Specialist (HIVE) • Individualised behaviour programme • Individual reward system with home involvement • Referral to CAMHS • Support in dealing with transition and changes
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**Provision may be adjusted to cater for changing needs.*