

Churchill Gardens Provision Map

Area of Difficulty	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice) • Classrooms are encouraged to use increased visuals. • Pre-teaching of vocabulary. • Teacher planning support from the Speech and Language Provision. • Emphasis on the use of concrete materials in concept lessons such as Maths. 	<ul style="list-style-type: none"> • Booster specific groups focused on phonics. • Numicon intervention groups. • Literacy support for small groups. • Learners have child friendly IEPs. • Targeted homework sent home for follow up. 	<ul style="list-style-type: none"> • Exam access arrangements. • Individually targeted Teaching Assistant support in mainstream lessons. • 1:1 teaching from specialist teacher for defined outcome/time. Small group or paired work with specialist teacher or TA. • Specialist teaching support. • In class support (with a Teaching Assistant). • Educational Psychologist advice. • Access to special school advisory services.
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Speaking and Listening opportunities in each class. • Access to assessment for identification of significant needs. 	<ul style="list-style-type: none"> • Lunchtime support and provision for targeted pupils. • Transition support into secondary school. • Assessment and identification of language need and feedback to parents and staff. • Timetabled group interventions including <ul style="list-style-type: none"> ○ Social Skills intervention, RWInc, Talk Boost. • A comprehensive CPD programme for class teachers. • Access to Speech and language support groups. 	<ul style="list-style-type: none"> • Exam Access Arrangements. • Individually targeted Teaching Assistant support in mainstream lessons. • Targeted sessions in the Centre working with a Speech and Language Therapist / Specialist Teacher / Specialist TAs. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP. • Individual visual timetables. • Speech and Language sessions. • Weekly contact around SALT programs/advice. • Detailed pen portraits for staff on SEN pupils.

<p><i>Social, Emotional and Mental Health</i></p>	<ul style="list-style-type: none"> • Tutor and class teachers have a check-in time with learners at the beginning and end of their day. • Tutor teachers and class teachers monitor and communicate about the needs of the students throughout the day. • Clear and structured rewards and sanctions program for behaviour management. • Targeted PSHCE lessons in tutor time. 	<ul style="list-style-type: none"> • Assessment and identification social and emotional needs. • Access to a Learning Mentor for support with overcoming barriers to learning. • Place2Talk drop in service for learners. 	<ul style="list-style-type: none"> • Group social skill lessons are run to target specific pervasive classroom needs. • Individual behavior plans. • Anger management sessions. • Outside agency contact (CAMHS). • School Nurse. • Place2Be Counselling service.
<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> • Quality first teaching of PE with differentiation. • Built in movement breaks for students during the day. 	<ul style="list-style-type: none"> • Observation of learners within their environment to monitor sensory needs. • Staff ensure that all learners are gradually able to follow lunchtime and playtime routines independently. 	<ul style="list-style-type: none"> • School Nurse. • Access to an Occupational Therapist for programs and monitoring. • LSA's follow up and run weekly individualized OT sessions with students.