

Lakeside Primary School- Whole School Provision Map By Areas of Need



Wave 1: Universal provision for all children

<p>Cognition and Learning</p> <ul style="list-style-type: none"> ◆ Differentiated teaching & planning in all curriculum subjects ◆ Stimulating and engaging topic themed learning environment ◆ Regular access to an engaging library including timetabled slots- where the children are able to withdraw reading materials ◆ Special event days ◆ Extra-curricular learning opportunities, e.g. Maths Club ◆ Half termly tracking and Pupil Progress Meetings- where children who are causing concern are identified ◆ Regular monitoring of lessons by the leadership team to ensure quality first teaching ◆ Weekly celebration assemblies and Fantastic Fish ◆ Parents Evenings (2x a year plus a written report) ◆ Staff training and continued professional development ◆ Identified SENCo 	<p>Speech, Language and communication</p> <ul style="list-style-type: none"> ◆ Visual timetables ◆ Structured lessons and school day ◆ Thinking and response time given ◆ Use of talk partners in the classroom ◆ Use of visual resources ◆ Repeating instructions back to children ◆ Displays and environmental clues e.g. signs and pictures ◆ Use of interactive whiteboards ◆ A class set of Mini laptops and iPads available ◆ Six computers in each classroom used regularly ◆ Practical and concrete experiences with support language and understanding ◆ Resources are clearly labelled in the classroom and around school ◆ Staff training and continued professional development
<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> ◆ Whole school behaviour policy and practice ◆ Class teachers liaise with parents and carers ◆ CPOMS tracks concerns overtime ◆ Classroom and group seating plans ◆ PHSE curriculum ◆ Lunch time club available daily to support play ◆ Breakfast club available before school ◆ Attendance is closely monitored and the school has strong links with the Educational Welfare Officer (EWO) ◆ Access to year group trips and events ◆ House teams with house point competitions ◆ Weekly celebration assemblies where attendance and punctuality are rewarded ◆ Various lunch time and after school clubs including: computing, maths, film, art and various sports clubs. ◆ Transition links between primary and secondary schools ◆ Staff Continued Professional Development (CPD) ◆ Parent meetings and coffee mornings 	<p>Physical / Sensory</p> <ul style="list-style-type: none"> ◆ Classroom and group seating plans ◆ Specific handwriting policy and line guides ◆ Availability of resources e.g. pencil grips and pens ◆ Multisensory and interactive classroom environments and library ◆ A class set of Mini laptops and iPads available ◆ Six computers in each classroom used regularly ◆ Teaching matched to children's learning styles ◆ 2x PE sessions a week. ◆ Swimming in Year 5 ◆ Lunch time and after school sports activities ◆ Climbing walls, differentiated areas in the playground and quiet areas available ◆ Access to breakfast club ◆ Wheelchair access and disabled toilets ◆ Disabled car parking spaces ◆ Staff training and continued professional development ◆ Trained first aiders on site

Wave 2: Targeted provision for some children

Cognition and Learning

- ◆ Individual Provision Plans
- ◆ Modified work e.g. writing frames, key word banks, sentence Starters, task boards
- ◆ Examination Access Arrangements (for qualifying children)
- ◆ First Class at Number, Talk for Number or pre-teaching.
- ◆ Tell Phonics- various year groups
- ◆ Fresh start spelling and writing intervention- Year 5 and 6
- ◆ Hickey - Children identified with Specific Learning Difficulties
- ◆ Provision teaching - Various
- ◆ FFT reading and writing intervention- Year 1-4
- ◆ Additional adult employed to do 1:1 reading
- ◆ Pre and post teaching concepts
- ◆ Teacher led bespoke boosters- Year 6
- ◆ Toe by Toe phonics intervention- Year 5
- ◆ School tracking of pupils in specific interventions
- ◆ English as an Additional Language support
- ◆ Spelling sessions
- ◆ Occasional in class Learning Support Assistant intervention
- ◆ Working memory groups

Social, Mental and Emotional Health

- ◆ Individual Provision Plans
- ◆ Trained Thrive Practitioner
- ◆ Play therapy
- ◆ Learning mentor
- ◆ Dinosaur School- Year 1 and 2
- ◆ Thrive assessment, intervention and group sessions
- ◆ Targeted lunch time club available to support social skills
- ◆ Behaviour management plans/records
- ◆ Transition Programme for vulnerable Y6 into Y7 pupils
- ◆ Occasional in class Learning Support Assistant intervention
- ◆ Sensory room allocated time
- ◆ Lego Therapy

Speech, Language and communication

- ◆ Individual Provision Plans
- ◆ Pre-teaching vocabulary groups
- ◆ Easy speak microphones, cubes or talking tin lids used
- ◆ Task boards
- ◆ Now/Next/Then boards
- ◆ EAL translations where necessary
- ◆ Speech links assessment materials
- ◆ Group language interventions - tailored to specific needs- children who have Speech Language and Communication Needs.
- ◆ Occasional in class Learning Support Assistant intervention
- ◆ Examination Access Arrangements (for qualifying children)
- ◆ Liaison with external professionals e.g. Speech and Language Therapists and Educational Psychologist
- ◆ Sensory room allocated time

Physical / Sensory

- ◆ Individual Support Plans
- ◆ Handwriting intervention- all year groups
- ◆ Adapted resources (e.g. lowered work benches and seating)
- ◆ Occasional in class Learning Support Assistant intervention
- ◆ Occupational Therapy schools pack resource used

Wave 3: Specialist and personalised provision for individual children

Cognition and Learning

- ◆ Educational Psychologist consultation & intervention
- ◆ If applicable, specific support from a Learning Support assistant on a 1:1 basis
- ◆ Outreach support from local specialist MLD school
- ◆ Hickey and SpLD assessments
- ◆ Annual reviews

Speech, Language and communication

- ◆ Speech and language therapy consultation & intervention
- ◆ Educational Psychologist consultation & intervention
- ◆ Annual reviews
- ◆ Home-school communication books for individuals
- ◆ Specialist speech and language programmes set by speech and language therapists.
- ◆ Timetabled access to Learning Support Assistant
- ◆ Outreach from local specialist ASD school

Social, Mental and Emotional Health

- ◆ Time out cards
- ◆ Safe spaces established
- ◆ Personalised Individual behaviour records and plans established
- ◆ Access to Bentley High Street or the Cusworth Centre
- ◆ Access to Child and Adolescent Mental Health Service (CAMHS)
- ◆ Liaison with Children's Services
- ◆ Liaison with school nurse
- ◆ Personalised risk assessment
- ◆ Possible referral to Family Support Programme
- ◆ Thrive assessment, intervention and 1:1 sessions
- ◆ Annual reviews

Physical / Sensory

- ◆ Annual reviews
- ◆ Opportunity to access Occupational Therapy (OT)
- ◆ Wheelchair access
- ◆ Physiotherapist consultation & intervention
- ◆ Timetabled access to Learning Support Assistant
- ◆ Educational Psychologist consultation & intervention
- ◆ Individual Care Plans
- ◆ Equipment for specific needs purchased when needed
- ◆ If appropriate, specific support from a Learning Support Assistant