

Provision Map for Parkfields Middle School

Transition	Visits to primary schools: • SENCo visits primary schools and attends review meetings • Curriculum Support Team gathers specific information in primary schools • Ongoing liaison work between SEN department and primary schools • Individual parental visits to PMS with potential student • New Intake Evening • Student Induction Days in the Y4 Summer Term • Open Day in the summer term of year 4 Visits to upper school as required by an individual		
Area of Need	<u>All</u> pupils, where appropriate	Plus for some pupils	Plus for a few pupils
<i>Cognition and Learning</i>	• Assess Plan Do Review (APDR) targets to reflect needs • Student Information to staff • Breaking down instructions into small steps. • Repetition • Demonstration • Questioning the understanding of outcome • By task / content - Differentiate to appropriate level - e.g. same task, different readability level • By resource - e.g. provide writing frames • Experiential learning – engage interest • Guide small groups – science experiments • Removing barriers to language • Assist visual learners with use of whiteboards • Assist kinaesthetic learners with	• Life skills teaching – shop / lunch club • Additional individual spelling / reading • Access to a TA • Monitoring by SENCo (feedback from pupil / teacher / TA questionnaire) • ‘Under achievers’ progress points distributed to all members of team. Extra targets focused on. • Multi sensory games (memory games, sequential games) • Reward board • Assessment and diagnosis of literacy weakness • Regular individual monitoring using round robins • Additional strategies on the learning platform • Early intervention programme • Power of 2 • Toe by toe • Sounds Write intervention	• PE organisation • Use of a laptop • Home school diary • Informal regular meetings / telephone conversations with parents to discuss support strategies • Lunchtime clubs – ICT maths clubs, gardening (science) • Outside agencies – Education Psychologist, Learning Support Services, Medical Services • Power of 1 • Intervention programmes • Reading one to one with TA /year 8 mentor • Enrichment support • Individual reward programme • One to one tuition programme – numeracy / literacy • Use of overlay / coloured paper • Precision teaching • Supplementary homework sessions

	- suitable aids - Access to specialist equipment – computer keyboard - To encourage discussion and co-operation between pupils - Praise - Access to outdoor learning - Wadelows - Staff to be positive, firm and consistent in their expectations - Ability sets / small groups - Differentiated teaching & planning in all curriculum subjects	- programme - Differentiated resources – eg maths number stick - Parent volunteer reading scheme	- Breakfast club - Meet the form teacher 3 times a year
<i>Communication and Interaction</i>	- IDP training to all staff ‘supporting pupils with SLCN’ - Simplified language - Listening skills explicitly taught - Differentiated questioning - Ensure eye contact before giving key instructions - Break down instructions into shorter manageable parts - Gain attention by saying name - Provide visual support - Monitor understanding - Allow time to process - Sit near front of class - Regular recapping / repetition - Highlight key words - Encourage participation to involve pupil fully – lessons and lunchtime clubs - Encourage to express opinions - Check understanding - Child encouraged to indicate when not understood - Learning objectives clear - Materials that are attractive, interesting and appropriate to their learning level - Interactive strategies - whiteboards	- Key worker given – time to talk ‘Safe haven’ break and lunch time - Early notification of change of teacher or activity - Social skills leaflet for parents - Social skills - Support during less structured times - Adult assisted group work - Social stories / comic strips to begin - Select partners for work - Curriculum timetable given at end of summer term - Additional responsibilities - Communication passports - Frequent feedback - Reduce noise levels and distractions as much as possible - Ask forced alternative questions – “is the key made of metal or wood?” - Provide opportunities to practice answers and questions – interviews, surveys etc - Be explicit – don’t assume they will understand consequences - Teaching the vocabulary of emotions and link to real life situations - Teach to recognise non-verbal expression of feelings (gesture,	‘Green card’ if need to leave the lesson ‘Home – school’ diary - Visual timetable - MAKATON ‘Buddying’ system - Escort to certain lessons to avoid unsupervised ‘hot spots’ for behaviour - Individual teaching of new vocabulary (science) - Additional adults on residential trips and day trips. - Special arrangements for SATs - Outside agencies – Speech and language therapists, EAL support services, Autistic specialist teacher, Edwin Lobo, Families United Network - individual laptops for parts of the curriculum - Met by TA before start of school to ensure that timetable and any changes are discussed - Time to talk - Visual reinforcement of LO. - Individualised reward system - Personalised transition folder

	• Model correct grammar • Assess Plan Do Review (APDR) targets to reflect needs • Monitor closely by SENCo • Structured school routines • Early transition visits from lower schools and to upper schools • Frequent and explicit praise • Praise when they listen, remember an instruction or ask for clarification • Social Story to support anxiety associated with making mistakes • 'Wondering aloud' technique used	• posture etc) • 'Summer School' • Use of social skills literature – 'Social stories for kids in conflict' etc	• Liaisons with current support worker prior to transition • Alternative timetables when appropriate • Physical activity break • Independent work away from class • Written success criteria • Doodle book • Time out activities to aid concentration • Breakfast club • Personalised reward system • 'Bake off' competition
<i>Social, Emotional and Mental health</i>	• IDP training to staff – behaviour • 'Open door' in HUB – nurturing environment • Chellington / Kempston / Marston – self esteem raising trips • HUB rewards • Clear HUB rules and sanctions • Amended teaching strategies • Unbiased viewpoint • Positive attitude to all • Assess Plan Do Review (APDR) targets to reflect needs • Work with whole school behaviour strategies and classroom expectations / policy • Rewards – golden ticket, merits, praise postcards • Plan for positive group dynamics • Clarity of objectives • Range of leaning styles • Respond to strengths • Specific praise • Use a variety of strategies to defuse confrontations • Experienced Teaching assistants on playground during unstructured times • Wondering aloud' technique used	• Responsibilities • Monitors in year 8 • Focused support during lunch and break time in the HUB • Social skills • Breakfast club • Support peer network • Key worker - Problem solving / time to talk • Parent informal support meetings / phone calls home / drop in (open door) • Rainbows • Charts • Develop relationships – trust • Peer mentoring – supporting those less able • Early years skills re-visited - Cooking Craft activities / painting / play dough / music / sewing / lego / knex / storytelling • Lunch time HUB club -badge given • Additional Socialising games	• Circle of friends • 'Green cards' • Boxall profile • Use of a laptop • Round robin information • Specialised training – protective behaviours / safeguarding children • SENCo on Welfare committee • 'Avoiding conflict' sessions • 'Re-tracking' • Behaviour focus days • Part timetables for slow re-integration • Outside agencies – CAMH, Community Health services, Education psychologist, school nurse, Local GPs, Plan B, BST, Spaced, PCSO, Pupil referral unit, educational welfare officer, Youth offending team, Children's service, social care • Restorative Justice • Team TEACH • Pre-NEET – Xers / Angling for success / LOFT • Gardening club • HUB monitors • HUB form • Alternative therapies

			- Alternative timetables when appropriate - Pictorial timetable / maps
<i>Sensory and Physical</i>	- Fully inclusive school policy - Seating position in class - Removal of distractors - Adapting lessons - Scribe in lessons if or when needed - Adaptations to school environment (ramps / lifts) - Games – k-nex, lego, playdough (fine motor) ‘Claro’ reader - Waddelows / environmental area - Accessible toilets - Lunchtime activities / library / Homework club - Lift / ramps / handrails - Deaf-friendly initiative - Specialist ICT resources - bespoke furniture - Soundfield system - Moving & handling training / risk assessments	- Modification of curriculum - Opportunities to record progress and success – Courage award - Differentiated PE lesson alongside core group, twice weekly – hand / eye co-ordination (large motor skills) - Modified texts - Brain gym exercises - Auditory discrimination exercises - Health care plans - Administration of medicines - Use of appropriate space for activities - Specialist equipment – chairs / writing slopes / coloured overlays / magnifier / pens / pen grips / scissors / slip mat / pods / mouse / keyboard - Specialised PE equipment – tennis bats / shuttlecocks / turbo javelin - Access to hearing impaired unit and specialist teacher - Health and safety life skills	- Specialised training – handling and moving / sports ability PE - ICT – monitor screen colour change - Monitoring of ‘absences’ (medical) - Differentiate technology materials - ICT / Handwriting practise - Assistance at meal times - Assistance with dressing - Assistance with toileting - Programmes of support from specialists (O.T.) - Reader / scribe / extra time in SATs - Outside agencies – SSICD, education medical team, Occupational therapists, Physio therapists, local GP - Brain gym exercises - Specialised personal and hygiene support
<i>SPLD</i>	- IDP ‘teaching and supporting pupils with Dyslexia - SMART target setting - Multi- sensory teaching - Plan writing – sort ideas – writing frame - Sequencing - Breaking down questions - Repetition - Encourage re-read of text - Encourage checking of written work - Encourage asking questions - Leave gaps for ‘fill in’ - Encourage ‘just listen’ – instead of laborious note taking - Use of whiteboards next to pupil	- High frequency word lists - Diagnostic assessments - Roll on – roll off spellings - Coloured overlays - Individualised withdrawal support - Memory games /sequencing exercises - Reading with inference - Core vocabulary catch up - Computer games – word shark, punctuation show, mastering memory, Nessy - Dictation exercises – Violet Brand - Brain gym - Parent support information eg story tapes	- Enrichment support or modification - Use of Dictaphone - Use of ‘Claro’ reader - Extra time SATs - Reader / scribe in SATs - Outside agencies – Learning Support services, Education Psychologist, occupational therapist, Private assessment - Laptops - Mind mapping - Widgit resources - Clicker 6

	instead of copying from board • Supply handouts • Writing frames / key word banks • Bullet points • Check information in planners • Mnemonics • Play games to encourage manipulation and discrimination of sounds	• Sounds Write programme • Tick lists / organisational charts	
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