

SEND

Provision Mapping For Castle Primary School



A) Provision Mapping by Year Group

School **Castle Primary School**

Date: **2017/18**

YEAR GROUP	PROVISION / RESOURCE	INDIVIDUAL / GROUP	COST IN TIME (PER WEEK)	TERM / NO OF WEEKS TO RUN
Nursery/ Reception	Speech and language support	Individual (x1)	5 x 10 min TA	Continuous, as appropriate
	Reading with an adult	(1:1)	3 x 10 min TA	Continuous, as appropriate
	In class support focused on support group	Group (5)	5 x 1 hour TA	Continuous, as appropriate
	In class support	Individual (x1)	5 x 90 min TA	Continuous as appropriate
Year 1/2	Intensive reading support	Group (2x4)	4 x 10 min CT/TA	Continuous as appropriate
	Guided Reading (focus on decoding/fluency)	Group	1 x 45 min CT	Continuous, as appropriate
	Reading Skills (focus on comprehension)	Group (2x –Y1 + Y2)	4 x 30 min CT/HLTA	Continuous as appropriate
	Phase 3- 5 phonics	Group/ individual	5 x 20 min CT/TA	Continuous, as appropriate
	In class support	Group/ individual	4 x 45 min literacy, 5 x 45 min numeracy TA	Continuous as appropriate
	Speech & Language	Individual (x2)	4 x 10 min TA	Continuous as appropriate
	Active maths	Group	4 x 20 min CT/TA	Continuous as appropriate
Year 3/4	Handwriting support programme	Group (2 x 3)	1 x 45 min +1 x 20 min TA	T1, T2 – 8 week programme.
	Active maths	Group	4 x 20 min CT/TA	Continuous as appropriate
	In class support	Group/ individual	4 x 45 min literacy, 5 x 45 min numeracy TA	Continuous as appropriate
	Reading with Adult	Group/ individual (1-1)	5 x 10 min or 3 x 10 min	Continuous, as appropriate
	Guided Reading (focus on comprehension)	Group	1 x 30 min CT/HLTA	Continuous, as appropriate
	Intense spelling support	Group	5 x 20 min CT/HLTA/TA	Continuous, as appropriate

Y 5/6	Handwriting support programme	Group (2)	2 x 15 min TA	Continuous, as appropriate
	Reading Skills (focus on comprehension)	Group (2)	3 x 15 min HLTA	Continuous, as appropriate
	Active Maths	Group	4 x 20 min CT/TA	Continuous, as appropriate
	In class support	Group/ individual	4 x 60 min literacy, 5 x 45 min numeracy	Continuous as appropriate
	Intense spelling support	Group	5 x 20 min CT/HLTA/TA	Continuous, as appropriate
	Reading with Adult	Individual (1-1)	5 x 10 min/3 x 10 min	Continuous, as appropriate
	Guided Reading (focus on comprehension)	Group	1 x 30 min CT/HLTA	Continuous, as appropriate

B PROVISION MAPPING**CASTLE PRIMARY SCHOOL****2017 - 2018**

Area of Need	Quality First Teaching Strategies- all pupils as appropriate.	Support	SEN
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Use of word mats Access to word processor At least 50% TA in class support	In class support from TA (approx. 2 hours weekly) Multi-sensory spelling practice groups (5 x 20 min, TA/CT) In class support Reading with adult Maths Booster Additional guided reading	In class support (5 x 45 min literacy, 4 x 60 min literacy Additional individual reading (5 x weekly, 1:1, TA) In class support – cross-curricular Intense bespoke literacy intervention including: Nessy programme Dyslexia support Phase 3 – 5 phonics as appropriate Intense bespoke numeracy intervention
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines	In class support with focus on supporting speech and language In class support with focus on enabling access to learning Reading with adult Maths Booster Additional guided reading	Speech and Language support (4 x weekly, 1:1 TA devised by speech therapist) Visual organiser In class support Nessy programme as appropriate
<i>Emotional, Behavioural and Social</i>	Whole school behaviour policy based on Assertive Discipline approach Whole school / class rules Class reward systems Circle Time	Small group Circle Time (as appropriate, 1:6 or 8, TA or CT) In class support	Individual reward system Peer mentoring (as appropriate) In class support
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Bespoke seating arrangements as appropriate	Additional handwriting practice (2 x 15 min, 1:6, TA) as appropriate 'Speed up' handwriting intervention (1 x 45 min + 1 x 15 min, TA)	NO SEN NEEDS AT PRESENT