

# Coppice Valley Primary School Whole School Provision Map

This document sets out a summary of the provision in our school for SEN support. The provision is split into three waves as follows:

## **Wave 1- Universal Provision – Quality First Teaching**

This is provision that is available to all children in the school and forms part of our Quality First Teaching approach which provides high quality teaching to all children adapted to their individual learning styles, prior learning and educational need.

## **Wave 2 – SEN and intervention support**

This is provision that is provided in addition to Wave 1 provision. This is available to children who may have been identified as having Special Educational Needs (SEN).

## **Wave 3 – Targeted and Personalised support**

This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who require further targeted or personalised support in addition to Wave 1 and 2 provision.

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Area of Need	Wave 1 Universal Provision – Quality First Teaching	Wave 2 SEN support and Intervention support	Wave 3 Targeted and Personalised support
Cognition and Learning	<p>High expectations of children and appropriate challenge for all</p> <p>Clear learning objectives</p> <p>Clear instructions</p> <p>Retrieval practice including Flashback 4, Foundation blocks.</p> <p>Worked examples and faded scaffolds.</p> <p>Clear feedback and next steps in learning - children are involved in the process and given time to respond</p> <p>Behaviour for learning at the heart of lessons/ school ethos</p> <p>Learning walls to support key learning points</p> <p>Collaborative working opportunities</p> <p>Time to talk things through with a talk partner before feeding back to class</p>	<p>Writing frames or alternatives to written recording when writing is not the primary objective</p> <p>Access to ICT to help reduce barriers to learning including use of Clicker</p> <p>Maths interventions: Plus One/ Power of 2</p> <p>Maths pre/ post teaching sessions including use of Century Tech to support filling gaps.</p> <p>Phonics support: Rapid Catch up programmes.</p> <p>Speech to text and text-reading software</p> <p>Precision teaching to address areas of need, for example, sight words, key vocabulary.</p> <p>Fluency reading booster programme including 60 second reads and Fluency booster reading groups.</p> <p>Additional level of adult proximal support in lessons.</p>	<p>Input from Local Authority SEND Hub (Cognition and Learning team)</p> <p>Personalised learning including 1:1 or small group inputs and work to support delivery of personalised curriculum based on individual need.</p> <p>Planned 1:1 support in lessons to support access to the curriculum.</p> <p>Educational psychology services assessment and advice.</p>

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	<p>Thinking time build into questioning</p> <p>Embedded Systematic Checking for Understanding Routines</p> <p>Variety of teaching styles and approaches using both open and closed tasks matched to the need of individuals</p> <p>Multisensory learning approaches making use of music, actions, graphics etc</p> <p>Use of concrete resources to build understanding of mathematical concepts taught alongside pictorial and abstract representations</p> <p>Planning emphasises what children will learn based on an assessment of what the child already knows, understand and can do – Assessment for Learning principles in place.</p> <p>Personalised and differentiated teaching including questioning</p> <p>Visual timetables</p> <p>Application of inclusive classrooms principles including: neutral calm displays, clear labelling with use of</p>	<p>Spelling support</p>	
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	<p>inclusion symbols, dyslexia friendly fonts.</p> <p>Paws for Reading : Therapy dog to support reading.</p> <p>Learning support resources such as number and letter formation strips, word mats, phoneme mats available to all.</p> <p>Keep Up phonics boosters</p> <p>Use of targetted spellings on Spelling shed to support learning.</p> <p>Adaptive teaching techniques to scaffold and support learning in the classroom.</p>		
Communication and Interaction	<p>Visual timetables</p> <p>Use of inclusive symbols in classroom and learning resources</p> <p>Structured school and class routines</p> <p>Whole class movement breaks</p> <p>Provision of break out/ quiet area in each classroom</p> <p>Access to sensory bag in classrooms including fidgets and ear defenders.</p>	<p>Use of Now/ Next boards</p> <p>Speech and Language link interventions.</p> <p>Social stories</p> <p>Sensory circuits</p> <p>Interoception curriculum</p> <p>Talkabout intervention to support social skills</p>	<p>Specialist speech and language support (SALT)</p> <p>Input from Local Authority SEND Hub (Communication and Interaction team)</p> <p>1:1 speech and language support</p> <p>Personalised learning including 1:1 or small group inputs and work to support delivery of personalised curriculum based on individual need.</p>

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	<p>Clear and simple explanations with instructions chunked into manageable steps</p> <p>Thinking time built into lessons/questioning to allow for processing time.</p> <p>Talk partner opportunities</p> <p>Clear modelling of language and sentence structures</p> <p>Explicit teaching of vocabulary using clear succinct language and definitions, symbols and actions to support.</p> <p>Use of sentence stems</p> <p>Zones of Regulation embedded in each classroom.</p>	<p>Proximal in class support to support with focus.</p> <p>Use of task boards to break down tasks into small steps and support memory of instructions</p> <p>Foundations for Literacy</p> <p>Talk through Stories</p> <p>Personalised workspaces including access to standing desks, break out areas as needed.</p> <p>Group lego therapy</p> <p>Group games-based intervention to support development of turn-taking, dealing with losing and sharing of resources</p> <p>Lunch time calm club and forest school sessions.</p> <p>Identifying emotions daily intervention</p>	<p>Planned 1:1 support in lessons to support access to the curriculum.</p> <p>Use of Makaton to support communication</p> <p>Use of Total Communication Approach</p> <p>Personalised sensory areas (e.g. sensory tents) to support during periods of dysregulation.</p> <p>Interventions including Attention Autism.</p>
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<p>Social, Emotional and Mental Health</p>	<p>Whole school positive behaviour policy</p> <p>School reward system: postcards and Dojos.</p> <p>Assemblies: Celebration assembly and Values assembly</p> <p>Zones of Regulation and soft start routine to start each day.</p> <p>Use of picture and story books focussing on diversity and what makes us unique and special</p> <p>Comprehensive PSHE curriculum including anti-bullying curriculum.</p> <p>Individual wellbeing toolkit for every pupil</p> <p>Social seating in class and lunch hall</p> <p>Mindfulness and relaxations strategies</p> <p>Modelling of mutually respectful relationships.</p> <p>Positive language to redirect and reinforce expectations.</p>	<p>Awesome jars</p> <p>Lunch time Calm Club and Forest school sessions.</p> <p>Intervention support from Mental Health Lead including: The Decider programme, Drawing and talking, Sand therapy, Emotion coaching, ELSA, Belonging builders</p> <p>Alternative soft start arrangements to school day</p> <p>Now/ Next boards</p> <p>Personalised workspaces including access to standing desks, break out areas as needed.</p> <p>Identifying emotions daily intervention</p> <p>Zones of Regulation small group interventions</p> <p>Therapy dog visits</p> <p>PSHE intervention.</p> <p>Forest School small group sessions.</p>	<p>Cluster counselling support</p> <p>Input from Local Authority SEND Hub (Social, Emotional and Mental Health Team)</p> <p>External agency support: Compass Buzz/ Just B Clay/ art therapy sessions</p> <p>Individual support packages including anger management, social skills and anxiety management</p> <p>CAHMS</p> <p>1:1 or small group mental health support with Senior Mental Health Lead</p> <p>Individual risk assessments</p>
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Physical and Sensory	<p>Flexible teaching arrangements</p> <p>Staff aware of implication of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Ear defenders</p> <p>Standing tables</p> <p>Privacy screens</p> <p>Whole class movement breaks</p> <p>Uncluttered, neutral learning environments</p> <p>Planned seating in classroom</p> <p>Clear fonts (dyslexia friendly) printed in size 14 or above</p>	<p>Sensory feedback cushions, bouncy chair strips, fidgets, chew toys</p> <p>Small group fine motor skills development</p> <p>Warwickshire OT fine and gross motor skills development</p> <p>Handwriting support: Write from the start/ Letterjoin Handwriting recovery programme/ Speed Up.</p> <p>Use of power lines</p> <p>Use of overlays/ reading rulers</p> <p>Access to IT programmes/ typing skills programmes</p> <p>Sensory circuits</p> <p>Movement breaks</p> <p>Large print books and resources</p>	<p>Specialist seating/ standing frame</p> <p>Support from sensory support team</p> <p>Support from visual/ auditory support team</p> <p>Individual physiotherapy plans followed in school</p> <p>Support from Occupational Therapy services</p> <p>Additional 1:1 support during PE/ Outdoor learning activities or during unstructured times of the day (e.g. moving around school/ on the playground)</p> <p>School nursing team support</p> <p>Use of bespoke assistive technology e.g. 1:1 ipad with specialist software to support vision needs.</p>
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