

GARFIELD PS Individual Pupil Provision Map

Name: _____ **Class:** _____ **SEN Stage:** _____ **SEN Type:** _____ **Date:** _____

Quality First Teaching – Whole School (WAVE 1)
School Policies –consistent approach Assessing Pupil Progress Targets (APP Reading Writing and Maths)-planning, focus group work, TA support and shared with pupils and parents EYFS Curriculum – Development Matters Positive Behaviour Policy (Rewards and Sanctions) Conditions for Learning Visual Timetables Place to Be/Talk Assemblies and Attendance Awards School Council Induction of new pupils Parent Consultations termly Website and Friday Flyer information Children Centre and parent links

Quality First Teaching Strategies for Differentiation				
English Support	Maths Support	Speech and Language Support	Behaviour Support	Other Support
<ul style="list-style-type: none"> • Opportunists for oral rehearsal • Provide scaffolding • Writing frames and • Word mats prompt sheet • Train to use visual support in class if stuck • Partner work • Modelling by adult • Opportunities to work independently • White boards to have a go • Use word processing for writing difficulties • Use of scribe if necessary adult or other pupil • Teach strategies to help pupils find their place in text eg highlight, underlining • Spelling strategies eg mnemonics, chunking and words within words • ASD pupils – avoid empathy or imaginative writing (use scaffolding) 	<ul style="list-style-type: none"> • Visual support eg number lines, squares • Concrete apparatus • Provide pre-prepared graphs, charts if necessary • opportunities to consolidate number facts • Teach and practise strategies 	<ul style="list-style-type: none"> • Visual prompts • Now next reminder • Use pupil's name before speaking to him/her • Clear simple instructions with eye contact • Check pupil understanding • Discuss changes in routine in advance • Use of real objects • Role play activities • Use of pole bridging • Use of recordings/ Dictaphone eg for instructions, homework • Modelling and use of role models • Makaton symbols • Pre-teaching of topic words and concepts • Revision of previous learning • Word mats • Role model talk partner • Teach task and give consolidation work • Class vocabulary chart for topics 	<ul style="list-style-type: none"> • Seating position • Positive use of role models • Model expectations • Clear instructions • Pupil repeats back instructions • Reminders and expectations • Peer support • Opportunities for pupils to make themselves clear • Timers ensure pupil aware of timescale • Isolation area and privacy board • Home-school book • Parent liaison • Physical objects to help focus eg squeeze ball • Task breaks • Opportunities to work independently on previously modelled work • Adult to give time to talk if necessary • Opportunities to have responsibilities • Organisation skills taught eg homework/reading diary • Timetabled lunchtimes or 	<ul style="list-style-type: none"> • Teach self-help skills • Provide additional/alternative resources eg sloping board, seat cushion, CCTV, magnifiers, text trackers, triangular grips, alternative coloured paper, templates, post it, colour coding and pens • Enlarge texts • Use black felt tips and darker lined paper for VI pupils • Provide verbal information if necessary • Additional time to complete tasks • Personal copy IWB teaching resources • Avoid copying from board if a difficulty • Position of adult and pupil to support HI pupils • Opportunities for pupil with pupils to make themselves understood • Mind maps and visual revision • Use of video for teaching concepts and revision (including homework)

Additional Provision (WAVE 2/3)					
English Support	Maths Support	Speech and Language Support	Behaviour Support	Other Support	Outside Agency Involvement
ADDITIONAL INDIVIDUAL READING WITH ADULT X mins weekly	SPRINGBOARD MATHS X mins weekly	INDIVIDUAL SALT PROGRAMME X mins weekly	P2B ONE TO ONE X mins weekly	PHYSIOTHERAPY EXERCISE X mins weekly	EP ASSESSMENT
SMALL GROUP CATCH UP PHONICS Phase: X mins weekly	NUMICOM SMALL GROUP X mins weekly	GROUP SALT PROGRAMME X mins weekly	BEHAVIOUR TA INDIVIDUAL SUPPORT X mins weekly	TIGER TEAMS X mins weekly	CAMHS
ONE TO ONE PHONICS CATCH UP Phase: X 10 mins weekly	SMALL GROUP MATHS SUPPORT X mins weekly	PRE-TUTORING X mins weekly	BEHAVIOUR TA GROUP SUPPORT X mins weekly	INDIVIDUAL VISUAL TIME	VI OUTREACH SERVICES
SMALL GROUP LITERACY SUPPORT X mins weekly	INDIVIDUAL MATHS SUPPORT X mins weekly	SOCIAL COMMUNICATION GROUP X mins weekly	INDIVIDUAL SUPPORT PLAYTIMES X mins weekly	INDIVIDUAL MAKATON PROGRAMME	HI OUTREACH SERVICES
INDIVIDUAL LITERACY SUPPORT X mins weekly	LUNCHTIME READING CLUB X mins weekly	INDIVIDUAL NUMBER CONSOLIDATION X mins weekly	INDIVIDUAL SUPPORT LUNCHTIME X mins weekly	ICT PROGRAMES	RUSSETT HOUSE OUTREACH SERVICES
ADDITIONAL COMPREHENSION GROUP X mins weekly	HOMEWORK CLUB X mins weekly		CIRCLE OF FRIENDS	SCHOOL NURSE	OAKTREE OUTREACH SERVICES
HANDWRITING PRACTICE X mins weekly			PARENT SUPPORT	SOCIAL CARE	SALT
ONE TO ONE TOE BY TOE PHONICS X mins weekly			BEHAVIOUR SUPPORT SERVICE	CAF COMPLETED	OCCUPATIONAL THERAPIST
EARLY ENGLISH PROJECT X mins weekly			LEARNING MENTOR SUPPORT		CHILD DEVELOPMENT TEAM