



ST PAUL'S WHOLE SCHOOL PROVISION MAP by AREA OF NEED

(Please see video on website for more on Wave 1 provision)

Universal/Core Provision/Wave 1	
<p>Cognition and Learning</p> <p>Wave 1 is quality first teaching whereby Teachers are aware of the needs of all the children in their class and plan and address these through their teaching. Teaching is adapted to different learning styles and work is differentiated appropriately to match the needs of the children.</p>	<p>Speech, Language and Communication</p> <p>Children are given regular opportunities to develop their communication skills through the use of talk partners, class discussion, small group work and drama.</p>
<p>Social, Mental and Emotional Health</p> <p>The pshe curriculum is designed to address social and emotional issues that children may face and children are encouraged to participate in discussion and role play to explore any issues they may encounter.</p> <p>Teachers develop a rapport and understanding of the pupils in their care and are on hand to offer social, mental and emotional support on a day to day basis.</p>	<p>Physical/sensory</p> <p>Our school offers disabled access including ramps and disabled toilets and a disabled shower.</p> <p>All classrooms are fitted with carpets to help reduce noise levels.</p> <p>All classrooms are interactive and engaging. The learning environment supports visual learners by displaying things the children may need to call upon in their day to day learning e.g. key words, phonic sounds, tricky words, adverbs and adjectives. All classrooms display a visual timetable to inform children of the day's routine but also to support those on the autistic spectrum.</p> <p>In key stage one and lower key stage two, children often sit on the carpet in front of the teacher during a task input.</p>

	This ensures all children are able to fully hear the task and what is expected of them.
Targeted/Enhanced/Wave 2	
<p>Cognition and Learning</p> <p>We provide a range of wave 2 interventions to help children 'catch up' and make expected progress. These include;</p> <p>'Flashspell'</p> <p>Additional reading</p> <p>Comprehension groups</p> <p>Streamed phonics at KS1</p> <p>Read, Write Inc (phonic and reading programme)</p> <p>Writing groups</p> <p>Maths groups</p>	<p>Speech, Language and Communication</p> <p>If a child is known to have had a previous speech and language difficulty or has a mild speech difficulty e.g. pronunciation of one specific sound or word then the class teacher and teaching assistant are made aware of this and address it in the classroom through correct modelling of the sound/word and asking child to repeat correctly.</p>
<p>Social, Mental and Emotional Health</p> <p>We are fortunate to have the services of a home school link worker, who works with both children and their families around social, mental and emotional issues. Children are identified as needing this additional support by their teachers. Our home school link worker works with children and/or their families once a week and helps to address a wide variety of issues.</p> <p>We also have an ELSA, who is trained to support children with self esteem and emotional needs.</p>	<p>Physical/sensory</p> <p>In cases where children are known to have a physical or sensory impairment that doesn't impact too greatly on their ability to access the classroom or curriculum, teachers undertake steps to ensure they minimise the impact e.g. sitting a child directly in front of the teacher on the carpet so that they can hear clearly and can lip read if necessary. For children with fine motor skills problems we use a variety of exercises provided by the Occupational Therapy team.</p>

Personalised/specialist/wave 3	
<p>Cognition and Learning</p> <p>Depending on the type of need, children access 1:1 or small group provision (up to 4 children). Interventions include small group maths and literacy sessions where children are taught by a highly skilled teacher, working on the specific areas they are struggling with.</p> <p>For those children with specific phonic and/or reading issues we run a phonic catch up programme called Read, Write Inc, which reinforces and consolidates the phonics children are learning in class. We also run a Snap on 2 maths programme, which supports the learning and consolidation of mental maths skills.</p> <p>In some cases we offer 1:1 tuition to target key areas a child needs support in.</p> <p>For those children who have a statement of need, in most cases we offer a 1:1 teaching assistant to support them in their learning and to help them develop independence as learners.</p>	<p>Speech, Language and Communication</p> <p>We have an Elklan trained teaching assistant who works with those children identified as having speech and language difficulties by the speech and language team. Our teaching assistant works with children several times a week for about 10-15minutes at a time, focusing on their individual targets.</p>
<p>Social, Mental and Emotional Health</p> <p>We are fortunate enough to have a school counsellor (Learning Space), who works with a small number of children each term, who have been identified by staff as needing some additional social, mental or emotional</p>	<p>Physical/sensory</p> <p>For those children with specific sensory issues such as visual or hearing impairment, the school liaises with the Surrey physical sensory support team. Members of the team come in to school to assess the needs of individual children and to</p>

support. We also have a Home School Link worker, who works with children and their families to support any social and emotional needs. Both of these support workers are highly trained and they receive termly supervisory meetings to ensure they are supported and are able to support our children appropriately.

In some cases where we have identified children as having very specific social and emotional needs we run a 'Social skills' group, looking at how children interpret their own and others' emotions and also teaching children the social skills to deal with different social situations they may encounter.

offer guidance and support to teachers about how best to meet a child's needs. Special measures are taken, in line with the advice given, to ensure that the impact of a child's impairment is minimised in the classroom.

For those children who have been assessed and set targets by the Occupational Therapy team, they receive blocks of OT support, provided by the team.