

Whole School Provision Plan 2024-2025 – Markland Hill



	Quality First Teaching (Universal support)	SEN Support (targeted support)	Higher Needs (Specialist support)
 Cognition and Learning	Quality First Teaching available for <u>all</u> learners • Adapted curriculum planning, activities, delivery and outcome • Use of a range of visual aids/modelling • Visual timetables • Support from TA within the class: to support the children's independent learning – task boards, writing frames, understanding of the task, small group work • Note taking • Mind maps	(in addition to universal provision) Targeted intervention and support for <u>some</u> learning. • 1:1 support (in specific areas e.g. daily reading) • Targeted interventions for specific areas (e.g. Toe by Toe, Hornet Literacy Primer etc.) • Small group work / interventions • Increasing differentiation • Pre-teaching • Access to specialised equipment (e.g. laptop for writing, dyslexia friendly materials etc.)	(in addition to universal provision and targeted intervention) Specialist support for a <u>few</u> learning. • Highly Adapted curriculum • High level of in class support • Individual costed provision plan • Regular input from Educational Psychologist or other appropriate specialists.

	Quality First Teaching (Universal support)	SEN Support (targeted support) (in addition to universal provision) Targeted intervention and support for some learning.	Higher Needs (Specialist support) (in addition to universal provision and targeted intervention) Specialist support for a few learning.
	Quality First Teaching available for <u>all</u> learners	(in addition to universal provision) Targeted intervention and support for some learning.	(in addition to universal provision and targeted intervention) Specialist support for a few learning.
 Communication and Interaction	- Adapted curriculum planning, activities, delivery and outcomes e.g. simplified language, key words on working wall and on termly overviews. - Structured school and class routines - Use of visual prompts / ICT to make learning more visual - Talking partners - Collaborative group work - Communication friendly environment - Use of visual timetables - Visual cues for a range of purposes (including class organisation.) - Adapted use of language in the classroom	- Personal and class visual timetables - Visual cues for a range of purposes - Age specific speech and language interventions (e.g. Reception narrative, KS1 narrative, Time 2 Talk etc.) - Speech and language programme - Specific speech and language strategies to be used in class - Specific teaching of social skills (e.g. ELSA) - Social stories and comic book conversations - Staff trained in challenging behavior - Support for transitions between tasks (e.g. now/next) - Access to down time space - Additional brain breaks	- Regular input from speech and language therapists - Regular speech therapy sessions in school - Individual costed provision plan - High levels of 1:1 support from Special Needs Assistant (SNA)

	Quality First Teaching (Universal support)	SEN Support (targeted support)	Higher Needs (Specialist support)
	Quality First Teaching available for <u>all</u> learners	(in addition to universal provision) Targeted intervention and support for <u>some</u> learning.	(in addition to universal provision and targeted intervention) Specialist support for a <u>few</u> learning.
 Social, Emotional and Mental Health	• Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties • Consistent behavior management by all staff including regular reinforcement of positive behaviours • Visual timetables • Reward systems • Positive praise • Growth mindset approaches • Discrete teaching of well-being and mental health approaches through CORAM/PSHE lessons.	• Access to ELSA (Emotional Literacy Support Assistant) • Personal targets • Access to safe space / down time / exit passes • Adapted timetable • Access to resources such as fidget toys, wobble cushions etc. • Break or lunchtime support • Calm and consistent approaches in place to manage behavior by all staff.	• Regular access to ELSA • 1:1 support as appropriate • Staff trained and skilled in supporting children with challenging behavior • Highly modified learning environment • Individual costed provision plan

	Quality First Teaching (Universal support)	SEN Support (targeted support)	Higher Needs (Specialist support)
 Sensory & Physical	Quality First Teaching available for <u>all</u> learners • Adapted curriculum planning, activities, delivery and outcomes. • Support from TA within class: to support the children's independent learning – task boards, writing frames, understanding of the task, accessing resources and equipment etc. • Movement breaks to support learning where necessary • Equipment and resources as recommended to support access • Reasonable adjustments made to ensure access to curriculum and environment • Classroom positioning requirement to enhance access	(in addition to universal provision) Targeted intervention and support for <u>some</u> learning. • Sensory resources • Occupational therapy resource pack • Access to specialist services e.g. Sensory Support service, Occupational therapy, physiotherapy • Follow programme from specialised services • Opportunities for rest	(in addition to universal provision and targeted intervention) Specialist support for a <u>few</u> learning. • Occupational therapy • Physiotherapy • Equipment arrangements • Adapted resources • Adapted environment • Adapted curriculum to allow access (e.g. scribe) • Sensory breaks from the classroom • Individual costed provision plan