

## Rockmount Primary School Provision Mapping Menu

Wave 1 (universal)			Wave 2			Wave 3		
The effective inclusion of all pupils in quality first teaching			Intervention aimed at pupils who can be expected to "Catch-Up"			Specific targeted support for pupils identified as requiring provision which is 'additional to or different from' Waves 1 and 2		
						<b>SEN support: additional long-term, individualised support</b> <i>For pupils still making less progress than their classmates</i>		
<ul style="list-style-type: none"> <li>Structured school and class routines</li> <li>School Behaviour Policy and Code of Conduct</li> <li>Whole school and class reward systems promoting learning behaviour</li> <li>Differentiated curriculum planning, activities, delivery and outcome.</li> <li>Clear Learning objectives, success criteria for each lesson/part of lesson</li> <li>Clear sequence of learning and modelling of task</li> <li>Specific use of mini-plenaries to address misconceptions</li> <li>Planning annotated according to AFL</li> <li>Differentiated homework</li> <li>Teacher Assessment and data analysis informs pupil progress discussions</li> <li>Group Targets</li> <li>Individual Targets</li> <li>Variety of teaching and learning styles (visual, auditory and kinaesthetic)</li> <li>Range of recording methods used</li> <li>Visual Timetables</li> <li>Focus group teaching with class teacher</li> <li>In class support from TA</li> <li>Setting for literacy/numeracy</li> <li>Reading Schemes</li> <li>RML</li> <li>Guided Reading</li> <li>Working Walls to support Literacy/Numeracy</li> </ul>			<ul style="list-style-type: none"> <li>All staff aware of children's needs and appropriate responses to those needs</li> <li>Target group for individual daily reading with an adult</li> <li>Teacher target group</li> <li>TA target group</li> <li>RWI catch up</li> <li>Booster groups</li> <li>Catch Up Numeracy</li> <li>Visual timetable</li> <li>Modified support plans/charts</li> <li>Home/school agreement</li> <li>Social Services as necessary/Early Help Support</li> </ul>			<ul style="list-style-type: none"> <li>IEP'S developed in conjunction with relevant outside agencies and reviewed termly</li> <li>Pupils/parents/carers involved in reviews.</li> <li>All staff made aware of children's needs and appropriate responses to those needs</li> <li>Basic Literacy Skills</li> <li>Basic Numeracy Skills</li> <li>Curriculum Access Support</li> <li>Opportunity Groups</li> <li>Social Skills Groups</li> <li>Nurture Group</li> <li>Behaviour Support Groups</li> <li>Speech and Language Groups</li> <li>Individual Speech and Language Programmes</li> <li>Home/School Support Packs</li> <li>Increased use of Home/School contact book</li> <li>Individual Target/Reward Charts</li> <li>Handwriting Programme</li> <li>RWI</li> <li>Words with Symbols (ICT Programme)</li> <li>Educational Psychology Service, assessment and advice</li> <li>Speech and Language Therapy, assessment and advice</li> <li>Occupational Therapy, assessment and advice</li> <li>Hearing Impairment Service</li> <li>Visual Impairment Service</li> <li>Social Services as necessary/Early Help Support</li> </ul>		

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<ul style="list-style-type: none"> <li>• Displays to support curriculum</li> <li>• SEAL materials</li> <li>• Planned wellbeing circle times</li> <li>• Wellbeing ambassadors</li> <li>• Wellbeing areas in classrooms</li> <li>• Talking partners</li> <li>• Planned seating arrangements (groups of 4)</li> <li>• Flexible groupings</li> <li>• Home school contact books</li> <li>• Parent/carer involvement</li> <li>• Listening Ear (self-referral)</li> <li>• Circle time</li> <li>• PSHE</li> <li>• Assemblies</li> <li>• Pupil voice</li> <li>• Peer mediators</li> <li>• Curriculum</li> <li>• Class teaching assistant</li> <li>• Social Services as necessary/Early Help Support</li> </ul>		<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Refugee Consultant</li> <li>• Individual mentoring</li> <li>• Conflict Resolution Support- Behaviour Matters workshops</li> <li>• Specialist assessment tools (Neurodiversity checklist/Boxall Profile)</li> <li>• Specialist equipment where needed e.g. Sensory Box, large font worksheets, specific Visual timetable etc.</li> <li>• Reduced timetable</li> <li>• Learning Mentor</li> <li>• Educational Psychologist</li> <li>• Candlelight project</li> <li>• CAMHS</li> <li>• Adapt to Learn</li> </ul>
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### Wave 4

Children in this category have an EHCP. This is for pupils with more complex needs. The SENCO will support staff in planning effectively for pupils in this category.