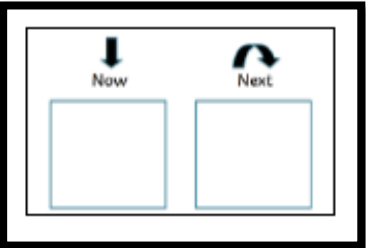

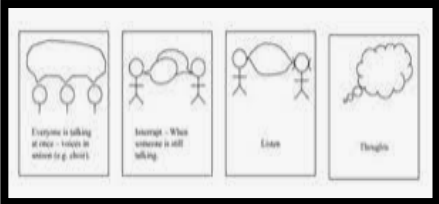


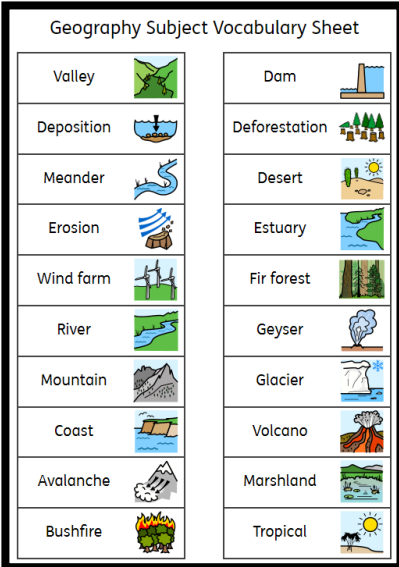
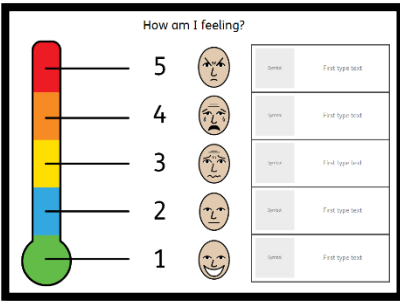
Amblecote Primary School

Whole School Provision Map 2024/2025



Area Of Need	Wave 1 (Quality first teaching)	Wave 2 (Teacher led with advice/support from the SENDCo)	Wave 3 (Teacher led with increased support from the SENDCo Individual Target Programme)	Wave 4 (SENDCo led Individualised Programmes)
	<p style="text-align: center;"><u>Action:</u></p> <ul style="list-style-type: none"> • Class teacher to have a discussion with parents/carers. • Summary of this discussion to be added to CPOMS • Quality first teaching strategies to be put in place - outlined below. • Consider organisation, group support and resources. 	<p style="text-align: center;"><u>Action:</u></p> <ul style="list-style-type: none"> • In addition to Wave 1 support - 1:1 intervention • Group interventions • Work collaboratively with parents/carers and pupils • Interventions added to the Provision Map • Use of WellComm Screening 	<p style="text-align: center;"><u>Action:</u></p> <ul style="list-style-type: none"> • In addition to Wave 1 and Wave 2 - Children will be added to the SEND Register. • An individual Target Plan (ITP) or Pupil Passport will be created – shared with parents and all staff involved with the pupil. • Parents/carers are involved every term with the SENDCo to share and discuss the ITP. • Outside agency involvement if required. 	<p style="text-align: center;"><u>Action:</u></p> <ul style="list-style-type: none"> • In addition to Wave 1, 2 and 3 - SENDCo may complete a request for an Educational, Health and Care Plan (EHCP). • An EHCP is in place. • Year 5 and 6 Learning Cave. • Annual reviews for children with an EHCP. • Alternative provision – Language Unit if communication/ articulation difficulty. • Support from 'Inclusive Pathways' • Early Annual Review is completed if setting is

				<p>not meeting pupil's needs.</p> <ul style="list-style-type: none"> • Involvement of Dudley's SEND Team.
	<u>Provision:</u>	<u>Provision:</u>	<u>Provision:</u>	<u>Provision:</u>
Communication & Interaction	<ul style="list-style-type: none"> ➤ Flexible Teaching Arrangements ➤ Structured School and Class Resources ➤ Inclusive Curriculum Delivery ➤ Inclusive Outcomes ➤ Increased Visual Aids  <ul style="list-style-type: none"> ➤ Now and Next Boards ➤ Visual Timetables ➤ Communication in Print 3 - Use of symbols and pictures ➤ Makaton ➤ Paired Talk ➤ Buddy system ➤ Use of pre-warning ➤ Breaking down information into manageable chunks 	<ul style="list-style-type: none"> ➤ Social Skills Groups ➤ Small Group Support for Phonics ➤ Listening and Attention Groups ➤ WellComm Screening Tool followed by 1:1 or small group WellComm Intervention ➤ Progression Tools ➤ Language Assessment ➤ Nuffield Early Language Intervention (NELI) ➤ Talk Boost ➤ Birmingham Toolkits ➤ Talking Tins  ➤ Lego Group 	<ul style="list-style-type: none"> ➤ 1:1 Speech and Language intervention ➤ Makaton ➤ Autism Outreach Service support/monitoring ➤ Circle of Friends ➤ PECS ➤ Comic Strip scenarios  <ul style="list-style-type: none"> ➤ Social stories ➤ Transition books ➤ Black Sheep social skills/emotion packs ➤ Boxall Profile ➤ Colourful Semantics ➤ Nurture intervention ➤ Assistive Listening System (Mini Mic) ➤ Talkabout – A Social Communication Skills Package 	<ul style="list-style-type: none"> ➤ Use of the 'Learning Cave' ➤ 1:1 key worker for EHCP pupils ➤ Referral to Independent Speech and Language Therapist ➤ Involvement of ECHO Team - Possible referral to Language Unit.

	<p>➤ Use of Task Boards</p>  <p>➤ Word mats</p> <p>➤ Little Wandle Letter and Sounds Systematic Synthetic Phonics Programme</p> <p>➤ Clear, simple explanations</p> <p>➤ Emotion Coaching approach</p>	<p>➤ Emotional thermometer</p> 	<p>➤ Referral to Independent Speech and Language Therapist</p>	
<p>Cognition & Learning</p>	<p>➤ Inclusive Curriculum</p> <p>➤ Inclusive Delivery</p> <p>➤ Inclusive Outcomes</p> <p>➤ Increased Visual Aids</p> <p>➤ Practical Equipment e.g. offer for children to be</p>	<p>➤ Success with Sentences intervention</p> <p>➤ Group Support in numeracy</p> <p>➤ Group Support in literacy</p> <p>➤ Booster Groups in maths and literacy</p> <p>➤ Touch Typing programme</p>	<p>➤ 5-minute box - literacy</p>	<p>➤ Use of the 'Learning Cave'</p> <p>➤ 1:1 Key Worker for EHCP pupils</p> <p>➤ 1:1 highly differentiated curriculum (DAPA assessment)</p>

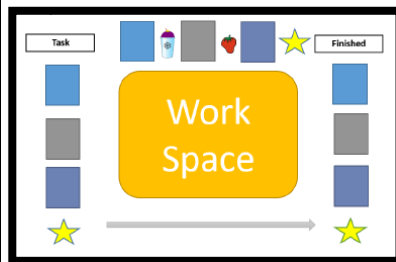
able to physically build words.

- Concrete Maths Resources e.g. Numicon
- Little Wandle Letter and Sounds Systematic Synthetic Phonics Programme
- Visual Timetables/Now and Next boards
- Illustrated Dictionaries/ACE Spelling Dictionaries/ The Dictionary of Purrfect Spellings
- Boxes Font

shop

- Use of Writing Frames/Task boards - breaking down information into manageable chunks
- Communicate-in-Print 3
- Extra Explanation and Reinforcement
- Recapping/Vocabulary support
- Informative Displays/Working Walls
- Pre-teaching
- Use of pre-warning

- School Led Tutoring
- Precision Teaching
- Birmingham Toolkits
- Use of a scribe
- Voice to text technology
- Talk Boost
- NELI
- WellComm
- Coloured overlays/ coloured books/ work printed on coloured paper
- Additional 1:1 Reading
- Talking Tins
- Toe by Toe
- Reading Windows
- Workstation Approach Offered:



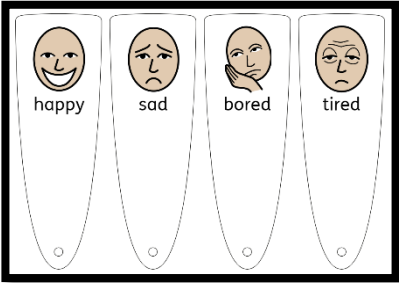
- Dyslexia Gold Intervention – to aid all pupils struggling with reading and spelling.


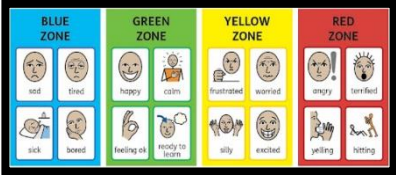

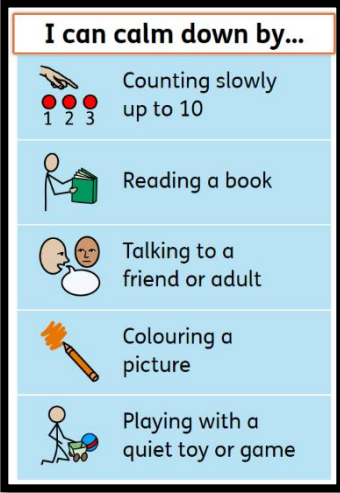
- 5-minute box – numeracy



- 1:1 LSS Intervention (Learning Support Service)
- 1:1 in Class Support
- British Reading Programme (BRP)
- Sandwell Maths Assessment
- PM Benchmarking
- 1:1 Speech and Language
- PECS
- TEACCH
- Dyslexia Gold Intervention – to aid all pupils struggling with reading and spelling.

- Dyslexia Gold Intervention – to aid all pupils struggling with reading and spelling.

	<ul style="list-style-type: none"> ➤ Use of scaffolding ➤ Use of timers ➤ Offer a visual task timeline as part of a task slicing approach ➤ Expectation/task boards ➤ Group support in phonics and 'keep up' sessions. ➤ Dyslexia Gold Intervention – to aid all pupils struggling with reading and spelling. 			
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ➤ Whole School Positive Behaviour Reward System - House Points ➤ Whole School and Class Rules  <ul style="list-style-type: none"> ➤ Use of Visual Resources – Communicate-in-Print 3 	<ul style="list-style-type: none"> ➤ Anxiety Group - Extra transition to Secondary School (School Nurse) ➤ Anger Management Group (School Nurse) ➤ Social Communication Skills Groups – Talkabout – A Social Communication Skills Package ➤ Lego Group ➤ 1:1 Personalised Reward Charts ➤ 1:1 Talk Time 	<ul style="list-style-type: none"> ➤ Referral to 'Reflexions' – Tier 2 CAMHS Intervention ➤ Arts of Change (1:1 counselling) ➤ Autism Outreach social skills support. ➤ Sycamore Outreach Team – behaviour support ➤ Class/SENDCo reports to support a CAMHS referral ➤ Boxall Profile ➤ Circle of Friends ➤ 1:1 Anxiety Management Plans ➤ Worry Box ➤ Referral to Early Help ➤ Triple P-Positive Parenting Programme ➤ Steppingstones Parenting Programme ➤ Referral to 'What Centre' - Stourbridge 	<ul style="list-style-type: none"> ➤ 1:1 Key Worker for EHCP pupils ➤ Use of a Reduced Timetable ➤ Referral to 'Inclusive Pathways'

	<ul style="list-style-type: none"> ➤ Emotion Coaching approach  <ul style="list-style-type: none"> ➤ Whole school policy for behaviour ➤ PSHE lessons and assemblies ➤ Circle Time ➤ Zones of Regulation  <ul style="list-style-type: none"> ➤ Use of Breathing Techniques 	<ul style="list-style-type: none"> ➤ Emotional thermometer  <ul style="list-style-type: none"> ➤ I can calm down by... 	<ul style="list-style-type: none"> ➤ Use of Lighthouse Counselling ➤ Referral to Educational Psychologist 	
<p>Sensory & Physical</p>	<ul style="list-style-type: none"> ➤ Flexible Teaching Arrangements ➤ Teacher Awareness of Sensory and Physical Impairment 	<ul style="list-style-type: none"> ➤ Get Moving Programme – group intervention. 	<ul style="list-style-type: none"> ➤ Occupational Therapy Programme/ O.T. Box ➤ Physiotherapy Programme ➤ Handwriting Detective Group 	<ul style="list-style-type: none"> ➤ 1:1 Key Worker for EHCP pupils ➤ Individualised alternative P.E. programme amendments made in

- Techniques/Strategies to aid with Visual Perception e.g. use of highlighters, darkening lines.
- Communicate-in-Print 3 – Use of Visual Resources.
- Use of Breathing Techniques
- Use of tram-lined paper

- Attention and listening supportive equipment e.g. fidget toys

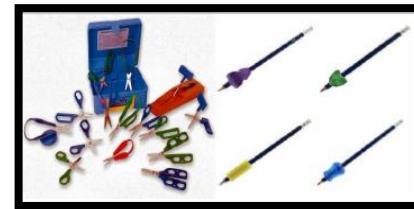


- Fiddly Fingers – intervention group
- Reading windows

- Move and Sit cushions



- Non slipping mat-Dycem
- Angled boards
- Standing desk
- Easi Grip scissors
- Stabilo easy ergo pencil/pens



- Alligator rulers
- Caring Cutlery- junior/ adult
- Large keyboard
- Vertical stand for desk
- Daylight lamps
- PIMIS - Physical Impairment and Medical Inclusion Service advice/monitoring
- Assistive Listening System (Mini Mic)

- conjunction with Physiotherapy.
- Referrals to Visual and Hearing Impairment
 - Referral to PIMIS