

Westvale Park Primary Academy – Whole School Provision Map

Quality First Teaching/High Quality Provision for all is teaching/provision that is on offer for all children: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use interactive and engaging teaching. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Quality first teaching includes reasonable adjustments to ensure all pupils succeed.

Effective Quality First Teaching/High Quality Provision for All – Including all Pupils in all areas of the curriculum

Teacher understands and plans to overcome barriers to learning	A range of teaching and learning styles are used to engage all pupils	Appropriate learning objectives are set for all children with steps to success (WALT)	All children are clear about what they're learning and what prior knowledge they need to recap	Formative assessment informs planning of next steps in learning
Questions are pitched / adapted to challenge all children (Cold Call)	Ongoing monitoring, review and evaluation of impact of teaching on learning	Personalised learning – looking at strengths and needs of whole child (including protected characteristics)	Teacher holds responsibility for the teaching of pupils with special educational needs	Emphasis on consolidating learning across the curriculum (revisit concepts)
Wide range of resources used to foster independence for reading, writing and mathematics	Ensure that a difficulty in one area does not hold a child back in other areas of the curriculum e.g. a child's reading level	Independent learning is emphasised by teachers and support staff	Reading texts are at pupils' instructional level and matched for age and interest	All adults involved in a child's learning liaise regularly (parent partnership) and review and update plans and approaches
Strategies, teaching style and resources are adapted where /when necessary	A multi-sensory approach to teaching and learning is embedded in teaching and learning across the curriculum	Sufficient attention given to teaching phonics in Reception and Year 1	School's accessibility policy caters for all families	Speaking and listening planned for across the curriculum
Flexible choice for subject areas – according to task, strengths & learning preferences (solo taxonomy)	Pupil involvement in self-assessment, setting targets, establishing learning style and reviewing learning	Opportunities provided to rehearse, practise and generalise skills and knowledge (I do, We do, You do)	Teachers plan for smooth transition in learning from class to class	ICT is used effectively to support learning
School adopts a 3-way feedback process: • teacher to pupil	Visual class timetables are used in every classroom across the curriculum stages	Seating and desks are differentiated appropriate to age	Resources to meet individual needs across the curriculum (scaffolding)	Instructions and explanation are shared with children in language appropriate for their age/stage

<ul style="list-style-type: none"> pupil to teacher immediate during lesson 				
All children have a language checker and baseline assessment on entry	Support materials are sent to parents and parents are invited to a wide range of workshops	Consistent language and strategies for supporting behaviour – high expectations	Wellbeing lessons are taught weekly to support PSHE/RSE/Mindfulness	Forest school sessions for KS1 Park visits for EYFS
Access to sensory room and other sensory resources e.g. wobble cushion/lap dog	Opportunities to increase oracy (Say it again better) and regular opportunities to perform	Access to high quality learning spaces e.g. outdoor, library, specialist practical room	Carefully deployed staff to ensure a 'keep up not catch up' model	Regular SEN training for staff Including all staff being trained, as part of their induction, on a neurosequential approach to managing behaviour
A maths mastery approach to teaching maths	Calming classrooms with carefully chosen, high quality, resources	All staff are curious and understand that all behaviour is communication	All staff receive speech and language training and use visual prompts to support new vocabulary	A values led curriculum teaches metacognition and growth mind-set to all children

Area of Need	Catch up/SEN support	Targeted and Specific Specialist Intervention
Communication and Interaction	<ul style="list-style-type: none"> ELSA groups Friendship Club at lunch times Lego Therapy Focus pupils with individual reward charts Assigned adults to shadow/model at break times Advice from speech and language professionals on setting targets and support Vocabulary/blank level of questioning groups Black sheep Narrative groups Makaton – Staff in Early years are able to use Makaton to support communication with those children with limited language skills. Use of visuals to support understanding of language. Vocabulary jars/sacks Social Stories – To support social use of language and understanding of social expectations. These are particularly effective for those children with Autism 	<ul style="list-style-type: none"> Speech Therapy – individual assessments ELSA targets Focus Groups - Qualified Teacher Behaviour support advice/targets REMA advice/targets Educational Psychologist involvement

	<ul style="list-style-type: none"> Vocabulary building sheets 	
Cognition and Learning	<ul style="list-style-type: none"> Phonics interventions (RWI one-to-one) Additional monitoring/scaffolding in class Daily reading First Class Maths groups in KS1 Numicon -EYFS Pre teach/post teach sessions Personalised resources e.g. coloured overlays/books, task boards, talking tins 	<ul style="list-style-type: none"> Personalised learning curriculum Precision teaching for spelling, reading and number Planned Focus Groups – class teacher Written language programme Phonological Awareness programme Toe by Toe Working Memory Programme Targets from professionals e.g. Educational psychologist, speech and language therapist and Language and Literacy support SENCO individual diagnostic assessments: working memory, visual stress, numeracy, reading, phonological awareness, receptive vocabulary, dyslexic traits.
Social, mental and emotional health	<ul style="list-style-type: none"> Positive Book/board Focused PSHE lessons/targeted classes ELSA – self-esteem groups Mindfulness strategies Family support Access to specific rooms at breaktimes Safe spaces Emotion coaching A wide range of subject specific books Key adults Roles of responsibility assigned to pupils e.g. looking after animals/gardening Individual reward chart Soft landing – We offer a soft-landing as part of our nurture provision whereby children can be transitioned into their classroom before the busy start of the school day. 	<ul style="list-style-type: none"> Advice from CAMHS/MindWorks Targeted individual ELSA – diagnostic assessment Educational Psychologist advice/targets Individual behaviour plans Key adults assigned for regular check ins and support Portage – positive play programme – early years Lego therapy Individual timetable/reduced hours
Sensory and Physical	<ul style="list-style-type: none"> OT programme pack Handwriting groups Climb time Sensory Circuits Sensory room – EYFS/KS1 Support during P.E. and breaks Seating plans Accessibility reviewed regularly – individual resources purchased where needed 	<ul style="list-style-type: none"> Occupational Therapy - from professional targets Personalised adjustments made to the school environment Laptop/software Advice and targets from Physical and Sensory Support

	<ul style="list-style-type: none"> • Sensory phonics/learning • Regular movement breaks • Typing programme/individual ICT • Individual sensory equipment e.g., weighted blanket/lap dog, fiddle toys, wobble cushion 	
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If children are receiving a high level of Targeted and Specialist Support for more than 2 terms, the SENCo will meet with parents and other professionals to discuss the possible need for an Education, Health and Care Plan/Education, Health and Care Needs Assessment (EHCP/EHCNA).

N.B. Not all children with a diagnosis need an EHCP. All pupils need the right support at the right time.