

Provision Map

Small Group Support (time limited)

What does School SEND Support intervention look like in our school?

Provision	Expected outcome	Year Group	Number of sessions per week	Session Length (minutes)	Max number of weeks	Group size	Delivered by: Teacher HLTA, TA ELSA
Priority readers	To increase confidence in own reading ability. Retelling main events in simple stories using the pictures for clues.	Reception	3	10 minutes	36	1:1	TA
Accelerated Readers	To accelerate the children's reading. To learn the following words 'was' 'he' 'are' 'she' 'you' 'the' from the high frequency words. To gain a good pencil grip and therefore better control.	Reception	2	15 minutes	12	1:4	TA
Phonics	To follow whole class/group phonic sessions using Read Write Inc. starting with single sounds. Reinforce phonic sounds m, a, s, d, t.	Reception	5	15 minutes	12	1:4	Teacher/TA
Number Booster	To know numbers 1-5, order and write numbers. To find the correct number of objects for a given number between 1-5	Reception	3	10 minutes	10	1:1	TA

Provision Map

Maths same day intervention	To secure knowledge of number work covered in daily lessons by revisiting and reinforcing basic maths strategies.	Year 1	3	15 minutes	12	1:4	TA
Phonics/beginners reading	Read Write Inc. Intervention	Year 1	5	5 minutes	36	1:1	TA
Reading Booster group	To build reading confidence and enjoyment To develop reading strategies To move at least one reading level	Year 1	3	10 minutes	36	1:1	TA
Priority readers/ Building fluency	To increase confidence in own reading ability. Work specifically on word and sound recognition, for independence and fluency. Build up pace	Year 2	3	10 minutes	36	1:1	Teacher
Phonics/beginners reading	To secure phase 2 initial sounds and to blend/segment CVC words	2	5	5 mins	10	1:1	TA
Phonics screening booster group	To increase score on phonics screening test/to secure phonic knowledge	2	5	5 mins	8	1:1	TA
Read Write Inc. programme individual intervention							
SATS/comprehension booster group	To develop comprehension skills/ understand questioning	2	2	15 minutes	18		
Maths same day intervention	To secure knowledge of number work covered in daily lessons by revisiting and reinforcing basic maths strategies.	2	5	10 minutes	36	1:1	TA

Provision Map

<p>ELSA Group Support</p> <ul style="list-style-type: none"> • Social skills • Self esteem • Listening and attention • Transition to Junior School 	<p>To develop positive learning behaviours in children to improve confidence and attainment</p>	<p>1, 2</p>	<p>1</p>	<p>20 minutes</p>	<p>12</p>	<p>1:4</p>	<p>ELSA</p>
<p>ELSA 1:1 support SEMH Targets from IEP</p>	<p>Supports children to manage their anxiety and self-regulate their emotions so that they are more able to establish and maintain friendships with peers and co-operate with staff requests.</p>	<p>All</p>	<p>Variable according to need</p>	<p>As appropriate (maximum support 1 hr per week)</p>	<p>36 Reviewed at 12 weeks</p>	<p>1:1</p>	<p>HLTA</p>

Provision Map

Personalised support

What does Specialist SEND Support look like in our school?

Provision	Expected outcome	Year Group	Number of sessions per week	Session Length (minutes)	Max number of weeks	Group size	Delivered by: Teacher HLTA, TA ELSA
Targeted 1:1 support Cognition and Learning Targets from IEP	Supports children to engage with curriculum at their stage and encourages independent learning. Daily records kept in relation to children's targets show progress. Targets are either 'working towards' or 'met' on review by therapist.	Identified children who have made less than expected progress at School SEND Support	Variable according to need	As appropriate	36 Reviewed at 12 weeks	1:1	Teacher/HLTA
Speech and Language Therapy Targets from report	Targets are either 'working towards' or 'met' on review by therapist.	Identified children who have made less than expected progress at School SEND Support	3	10 minutes	36	1:1	Therapist/HLTA
Occupational Therapy Targets from report	Targets are either 'working towards' or 'met' on review by therapist.	Identified children who have made less than expected progress at School	Variable according to need	As appropriate	36	1:1	Therapist/HLTA

Provision Map

		SEND Support					
STIPS Targets from report	Targets are either 'working towards' or 'met' on review by therapist.	Identified children who have made less than expected progress at School SEND Support	Variable according to need	As appropriate	36	1:1	Therapist/HLTA
Play Therapy	To decrease those behavioural and emotional difficulties that present themselves in the classroom and interfere significantly with a child's role as a successful learner. Improved scores on SDQs.	EHCP PPG	Variable according to need	45 mins	36	1:1	Therapist

Provision Map