



NORTHWOOD PRIMARY SCHOOL PROVISION MAP 2016-2017

QUALITY FIRST TEACHING PROVISION – AFL consistently applied, Appropriate level of marking, feedback and child response, Differentiated curriculum at planning, delivery and outcome stages with differentiated targets, Pupil self-evaluation, peer assessment, Regular pupil progress meetings, Feedback to parents at least termly, EYFS tracked using Developmental Matters, Screening assessment e.g. dyslexia, flowchart used to identify possible SEN - Plan, Do, Review Cycle embedded within the SEN provision of the school, Class Teacher uses windscreens to track data to identify underachievement, SAT's and year group testing (Rising Stars) and Phonic Screen.

<p>Assessment within School</p> <ul style="list-style-type: none"> • Specific targets on MEAP's • SEND Trackers / Surveys of Need • SAT's access arrangements • Specific Diagnostic Testing • Leuven Well-being and Involvement Scales • Dyslexia Screen 	<p>Specific Assessments from Outside Providers</p> <ul style="list-style-type: none"> • Psychologist Report • Autism Screening / Outreach • Dyslexia Assessment • Education Health Care Plan Details • ADHD Screening • CAMHS Guidance/Reports • Speech and Language Screen
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Category of Support	Provision	Description	Year Groups	Size of Group and Frequency	Provision Provided By:
Communication and Interaction	Speech and Language	Individual support for children with language/communication delays. Speech therapist will oversee the programme of support.	All Year Groups	1.1 Support x3 times a week Small Group Work – when appropriate	Teaching Assistants SEN Assistant
	Speech and Language Therapist	Speech & Language Therapist comes to school fortnightly in the Foundation Stage Termly meetings to discuss or to work with children and their allocated Learning Support Assistant.	Individual	1.1 Programme of Support Working with TA in the class when appropriate. S & L Termly meeting to monitor and plan for support.	Speech and Language Therapist IOW NHS Trust
Cognition and Learning	Phonic Booster Groups	Targeted provision specific to individual children's needs. Catch Up Programmes planned and monitored by class teachers	All Year Groups	Small Group work planned by the class teacher.	Teaching Assistants
	SPAG Intervention			Frequency determined by need.	

Category of Support	Provision	Description	Year Groups	Size of Group and Frequency	Provision Provided By:
Cognition and Learning Continued	Maths Group Intervention	Targeted provision that is structured to improve knowledge and skills	All Year Groups	Small Group work planned by the class teacher. Frequency determined by need.	Teaching Assistant
	Literacy Support	Targeted support for children with dyslexia	Year 4	1.1 Specific intervention to boost skills.	SEN Assistant
Sensory and Physical	Fine Motor Skills	Fine Motor Skills Activities	FS / Yr. 1	Small Group work planned by the class teacher. Frequency determined by need.	Teaching Assistant
	Daily Handwriting	Developing letter formation	All Year Groups	Small groups	Teaching Assistant
	Gross Motor Skills	Occupational Therapy Support Programme	Year 6	1.1 x 3 sessions a week	PE Co-Ordinator
	Personalised Support	Writing slopes, pencil grips, fiddle toys, cushions, weighted blankets	All Year Groups	1.1 As required	Class Teacher
Emotional Behavioural Support	Nurture Morning Group	Support to begin school with the right mind-set	Year 2	Small Group work to ensure children have a positive and calm start to the morning	HLTA
	Emotional Literacy Support	Support for children experiencing emotional difficulties. Mentoring Circle of Friends	All Year Groups	1.1 Sessions run over 6 week in half an hour appointments	Trained ELSA
	Personalised Support	Home/School Record Transition Support	All Year Groups	1.1 As required	Class Teachers