

Forest Moor School

Whole School Provision Mapping for Special Educational Needs and Disabilities

UNIVERSAL ENTITLEMENT

Quality first teaching and positive behaviour management strategies enable all learners to make good progress alongside their peers in lessons...

Quality Teaching and Learning

High expectations of/ challenge for all.
Clear learning objectives and differentiated outcomes, clear instructions.
Modified teacher language.
Differentiation evident in teachers' planning (with TA involvement), flexible and responsive to individual pupil need within and across lessons, graded questions, e.g. Bloom's taxonomy
Encourage use of cursive script in written work
Whole school development of social and emotional skills, emotional vocabulary.
Differentiated curriculum, variety of recording materials as a routine practice, learning presented through visual, auditory and kinaesthetic styles.
Individualised target-setting and planning to meet needs, strategies identified – all shared with pupils, parents/carers and staff.
Personalised tutoring/structured conversations, including parents, pupil voice.
Carefully structured group work and talk opportunities (including talk partners, circle time), time to talk with adults and peers, time to listen, teaching the skills needed to work and co-operate with others.
Use of websites/other ICT for learning and as support.
Appropriate emotional and physical learning environment – welcoming, meet & greet, tidy, organised, breakfast, drinking water.
All signage and resources in 'comic sans' – no red or green text, consideration given to need for 'white space' on resources and for chunking blocks of text.

Classroom Organisation

Display - clear areas to front of pupils' line of vision: learning objectives, alphabet arc (cursive lower case), laminated clock, visual timetable, electronic board with pastel background
Side displays:
pale colours, uncluttered display, information to support learning process, reading tips etc
Rear displays:
to support learning, key words, capture 'golden' moments
Desk resources - individualised, labelled trays for each pupil: pens, books etc., Thrass charts, coloured filters, fidgets etc. as appropriate for the individual, target mats/trackers.
Universal available resources: organised & clearly labelled – text and visual: paper etc., coloured filters, pen grips, ear defenders, fidgets, Thrass charts, numeracy equipment.
Other:
move and sit cushions, ball seats, check sounds in room / lights/blinds, calming zone etc.

EARLY INTERVENTION

In addition to quality first teaching

Baseline assessments & monitoring, including CAN Do Assessment.
Individual provision map establishing personalised targets and highlighting any additional provision, resources or strategies
Individual visual timetable.,
Access to personalised support resources e.g. pen grips, coloured filters, sensory support materials.
Reading stars activities,
Paired reading.
Additional TA or Key Worker support for task preparation or completion, reinforcing, checking, developing understanding
Additional home school support & liaison.
PSA/ESW involvement.

PERSONALISED PROVISION

In addition to quality first teaching & early intervention

Personalised learning pathways.
1-1 delivery of:
The Reading Intervention Programme (TRIP)
Success @ Arithmetic
Handwriting Programme
Access to additional assessment, advice and support from the Educational Psychologist and other LA professionals and from local Enhanced Mainstream Schools
Education, Care and Health Care Plan process