

## Galliard Primary School Provision Map

### Be The Best You Can Be

At Galliard Primary School we want all our children to achieve their maximum potential. Sometimes this means that they may need a little bit of extra help. The SEN Code of Practice 2014 identifies different areas of need that children may have. The four areas of need are: communication and interaction; cognition and learning; social, emotional and mental health; sensory, physical and other. Our provision map shows how for each of these areas of need we can provide support and help as part of a graduated approach.

#### Communication and Interaction

<b>Universal Provision through Quality First Teaching</b>	<b>Additional provision (additional to Quality First Teaching)</b>	<b>High Needs Provision (highly differentiated to meet individual needs)</b>
<ul style="list-style-type: none"><li>• Differentiation in lessons to meet the needs of the class.</li><li>• Differentiated questioning.</li><li>• Extra thinking time if needed.</li><li>• Differentiated outcomes.</li><li>• Differentiated homework.</li><li>• Careful positioning of children in the classroom to facilitate partner talk and aid learning potential.</li><li>• Teacher modelling.</li><li>• Visual timetables and visual supports.</li><li>• Writing frames and scaffolded support.</li><li>• Working walls showing key vocabulary for all subject areas.</li></ul>	<ul style="list-style-type: none"><li>• Individual Education Plan for all children at SEN Support level.</li><li>• Colourful Semantics resources and or small group work.</li><li>• Speech and Language groups in all year groups as required.</li><li>• Phonics catch up groups.</li><li>• RWI tutoring.</li></ul>	<ul style="list-style-type: none"><li>• Education, Health and Care Plan.</li><li>• Termly appointments with speech and language therapist for assessment, target setting and modeling of resources/approaches with Teaching and Learning Assistants.</li><li>• Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational Psychologist, specialist teachers for Visual and Hearing impaired pupils, Russet House</li></ul>

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<ul style="list-style-type: none"> <li>• Regular opportunities to read to an adult in school.</li> <li>• Use of ICT to support learning and provide different ways to record learning.</li> </ul>		<p>and Waverley School outreach services.</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum.</li> <li>• Access to sensory room.</li> <li>•</li> </ul>
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## Cognition and Learning

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> <li>• Differentiation in lessons to meet the needs of the class.</li> <li>• Differentiated questioning.</li> <li>• Extra thinking time if needed.</li> <li>• Differentiated outcomes.</li> <li>• Differentiated homework.</li> <li>• Careful positioning of children in the classroom to facilitate partner talk and aid learning potential.</li> <li>• Teacher modelling.</li> <li>• Visual timetables and visual supports.</li> <li>• Writing frames and scaffolded support.</li> <li>• Working walls showing key vocabulary for all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education Plan for all children at SEN Support level.</li> <li>• Catch up sessions for English and Maths.</li> <li>• RWI tutoring.</li> <li>• Colourful Semantics resources and or small group work.</li> <li>• Speech and Language groups in all year groups as required.</li> <li>• Phonics catch up groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan.</li> <li>• Small group/paired or individual support in lessons, particularly for core subjects.</li> <li>• Termly appointments with speech and language therapist for assessment, target setting and modeling of resources/approaches with Teaching and Learning Assistants if need.</li> <li>• Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational</li> </ul>

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<ul style="list-style-type: none"> <li>• Regular opportunities to read to an adult in school.</li> <li>• Use of ICT to support learning and provide different ways to record learning.</li> <li>• Revision and catch up sessions.</li> <li>• Writing slope.</li> <li>• Funky Fingers.</li> <li>• Wobble cushion.</li> </ul>		<p>Psychologist, specialist teachers for Visual and Hearing impaired pupils, Russet House and Waverley School outreach services.</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum.</li> <li>• Access to sensory room.</li> </ul>
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### Social, Emotional and Mental Health

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> <li>• Whole school behaviour policy.</li> <li>• Individualized reward systems.</li> <li>• MySpace group sessions.</li> <li>• Talk time class assemblies.</li> <li>• Visual timetables and supports.</li> <li>• Access to sensory room.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education Plan for all children at SEN Support level.</li> <li>• Personal Behaviour Support Plan.</li> <li>• MySpace groups to meet identified needs.</li> <li>• Use of Boxall profile to identify needs.</li> <li>• Nurture class.</li> <li>• Behaviour mentor.</li> <li>• Social stories.</li> <li>• Small group sessions to support social skills – LASS.</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan.</li> <li>• Individual risk assessment.</li> <li>• Support from Teaching and Learning Assistant.</li> <li>• Adapted timetable.</li> <li>• Referral to outside agencies if required e.g., SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning), CAMHS (Child and Adolescent Mental Health Services).</li> </ul>

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	<ul style="list-style-type: none"> <li>• Individual sessions with MySpace staff.</li> </ul>	
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### Sensory, Physical and Other

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> <li>• Differentiated curriculum.</li> <li>• Differentiated questioning.</li> <li>• Clear, uncluttered surroundings.</li> <li>• Enlarged print.</li> <li>• Use of ICT to access lessons and record work in different ways (e.g. adapted laptop, reading pen).</li> <li>• Writing slope.</li> <li>• Wobble cushion.</li> <li>• Pencil grip.</li> <li>• Access to sensory room.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education Plan for all children at SEN Support level.</li> <li>• Fine motor skills group.</li> <li>• Funky fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan.</li> <li>• Individual risk assessment.</li> <li>• Support from Teaching and Learning Assistant.</li> <li>• Adapted timetable.</li> <li>• Referral to outside agencies if required e.g., Occupational Therapy.</li> <li>• Joseph Clark outreach – visual impairment.</li> <li>• Enfield and Haringey Hearing Service – hearing impairment.</li> <li>• Speech and language service.</li> </ul>

## **Galliard Primary School Provision Map**

### **Be The Best You Can Be**

These groups are all subject to change as we aim to support the different needs of children as they are presented at any given time.

For more information about any of these groups, please contact Mrs Sarah Radakovic (SENCo) or Ms Dawn James (Deputy Headteacher, Inclusion) on 020 8804 1818.