

Kingsfleet Primary School Whole School Provision Map



Being the best we can be together!

At Kingsfleet Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We encourage pupils to develop fully their skills, knowledge and personal qualities.

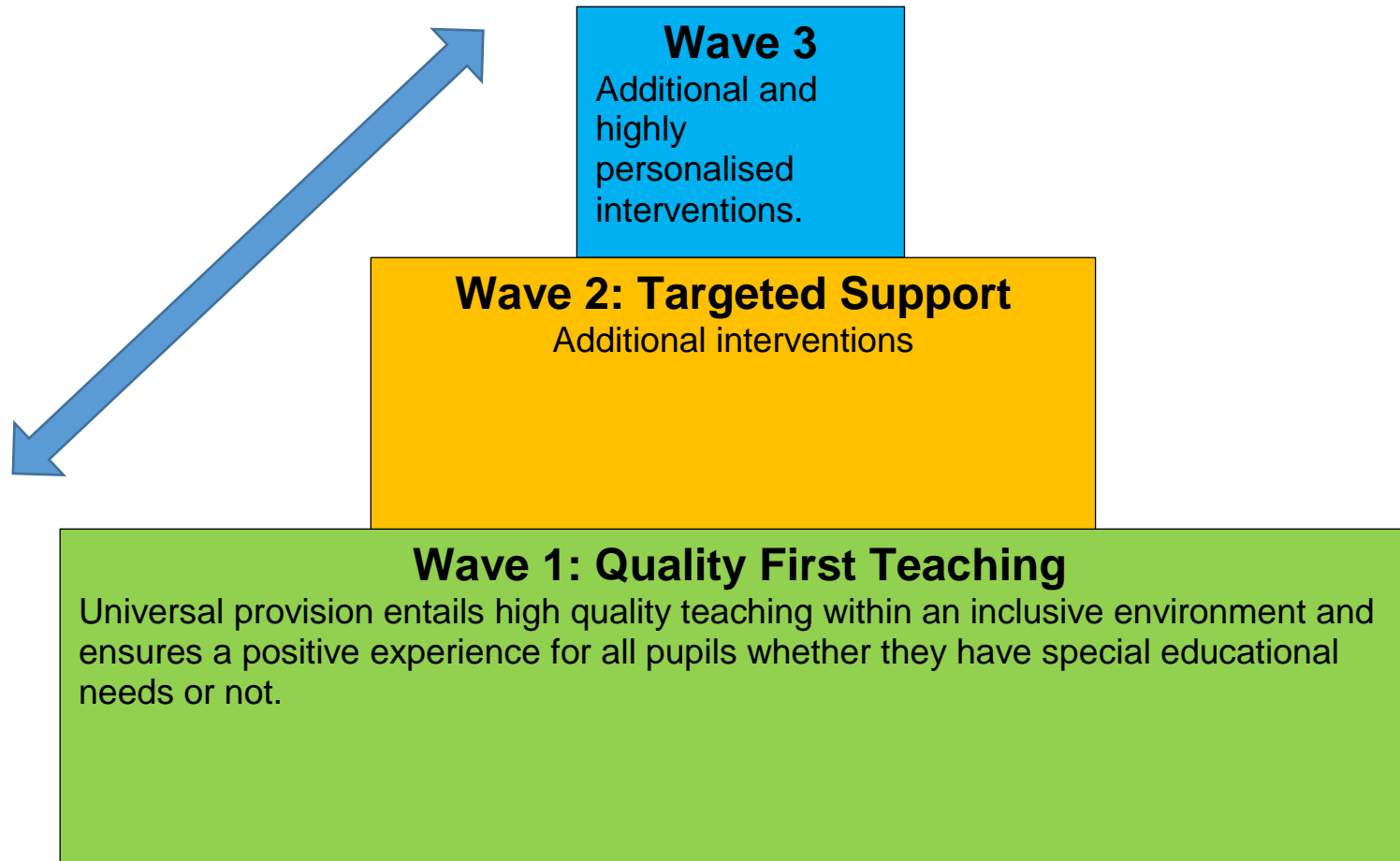
The School believes that all children should have their needs met, and that they should have full access to a broad, balanced curriculum. Some children will need extra support in order to progress and understand the material they have covered. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

It is important that children who have Special Educational Needs are identified early in their school career and their needs matched with appropriate provision. The School has a range of strategies to support children and Individual Education Plans underpin the process of planning and monitoring intervention for pupils.

The Special Educational Needs Coordinator manages the provision for children and liaises with external services. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Waves of Support



Communication and Interaction

Need

- Difficulty knowing how to talk and listen to others in a conversation
- Difficulty making and maintaining friendship
- Anxiety in busy, unpredictable environments
- Difficulty coping in new or unfamiliar situations
- Inability to cope with unstructured social situations, including transitions
- Inability to use knowledge and skills functionally to generalise to various situations
- Difficulty predicting others and understanding their motives
- Inability to read the facial expressions of others
- Rigid thinking, including strong routines and rituals
- Difficulty understanding the rules of social interaction
- Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend
- Attention and conversation focused on own needs and interests
- Extreme reactions, rather than a measured response
- Problems with unwritten rules e.g. you don't talk in assembly
- Problems with subtle social rules
- Unable to cope with close proximity to others
- Physical outbursts if stressed,
- Echolalia, rather than meaningful language
- Lack of response inhibitions, e.g. can't wait, shouts out, runs off
- Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor
- Physically challenging behaviour
- Unusual reactions to sensory stimuli
- Difficulties with independence skills, such as dressing, toileting, eating

Aims

- ✓ Reduced anxiety
- ✓ Improved capacity for independent learning
- ✓ Increase in social interaction
- ✓ Improved social relationships and friendships
- ✓ Independent access to the school day
- ✓ Enhanced ability to work in groups
- ✓ Clearer focus of attention
- ✓ More appropriate behaviour
- ✓ Pupil can calmly and independently move around the school at key changeover times
- ✓ Reduction in distressed behaviours ↔ Skills learned in social group applied to school situations
- ✓ Greater participation at playtime with less adult intervention
- ✓ Able to access the mainstream curriculum with support
- ✓ Reduced frustration
- Improved mental health

<p>Wave 1 Quality First Teaching</p>	<ul style="list-style-type: none"> • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson – explain changes in advance where possible to give children time to process and express emotions. • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities – tasks have a clearly defined beginning, middle and end point • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Visual Timetables • Clear specific learning objectives • Pace and pitch altered to support learning needs – chunk tasks into smaller manageable pieces with breaks if needed. • Expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Teacher, TA and peer support • Structured play opportunities and lunchtimes • High levels of interaction for all pupils • Appropriate use of teacher questioning, modelling and explaining • High demands of pupil involvement and engagement with their learning • An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in group
<p>Wave 2</p>	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • TEACCH approach • Small social skills and/or friendship group • Access to a quiet space - both in and outside the classroom • Paired or 1:1 curriculum tasks with differentiated support • Individual work station and individual visual timetable • Specific interest clubs ↔ Comic Strip Conversations and/or Social Stories • Regular, short sensory breaks ↔ High Level of LSA support • Visual prompt cards e.g. turn taking or stay on topic • Feelings Check in • Widget symbols to provide for understand • Socially Speaking • Five point emotional scale

Wave 3	<ul style="list-style-type: none">• Individualised programme, including interventions supported by the SENDCo/outside professionals• Specialist Team involvement• Intensive Interaction approaches
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Speech

Need

- Speech that is sometimes difficult to understand
- Decoding often poor in literacy
- Speech difficulties are impeding literacy development
- Speech may be incomprehensible to an unknown adult or peer
- Specific difficulties in hearing or perceiving speech, particularly in distracting environments
- Speech difficulties have a significant impact on literacy
- Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs

Aims

- Correct pronunciation of sounds in some situations
- Segmentation of spoken words
- Improved production of speech sounds (these still need to be applied throughout the day)
- Some segmentation of vocabulary – syllables, rhyme, phonemes
- Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level

Wave 1

Quality First Teaching

Includes but not limited to;

- Application of specific speech targets during the day in a quiet environment
- Attention and listening activities
- Oral blending and segmentation linked to reading and spelling
- Consistent support from teacher and TA to reinforce speech sounds throughout the day
- Communication training for staff
- Support to develop peer relationships and participate in group work when intelligibility is a problem
- Phonics programme with strong phonological awareness component
- Additional Phonics
- Good listening prompts

Wave 2

Includes but not limited to;

- Provision of a quiet workstation
- Widgit symbols
- Targeted speech group
- Specific phonemic awareness programme linked to letters
- Segmentation activities linked to topic and functional vocabulary
- Speech cueing system
- Talk buttons or talking postcards
- Phonological awareness activities linked to speech production
- Parental engagement to aid understanding of child's communication e.g. Home/school book/objects of reference box to aid understanding
- Communication Cookbook

	<ul style="list-style-type: none"> • Communicate in print vocabulary cards • Making & breaking word activities • Language for Thinking • Non-literal language, idioms, jokes etc. • Talk Boost for EY, KS1 or 2 is an evidence-based programme for schools to deliver. • EAL Training for coordinator • Videoed SALT session • Socially Speaking • Language Builders • Time to Talk
Wave 3	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Advice from Speech & Language Therapy, Educational Psychologists (EPs), SENTASS • Specific speech interventions as prescribed by Speech and Language Therapist • Total communication approach including Makaton signs, symbols and gestures to communicate needs • Individual programme • Makaton training for adult • Specialist SALT LSAs

Visuals on display that help children express their feelings – link to ‘how full is your bucket’.

Highly focused lesson design with sharp, clear and specific learning objectives;
 An expectation that pupils will accept responsibility for their own learning and work independently;
 Regular use of encouragement and authentic praise to engage and motivate pupils

Language

- **Need**
- Difficulty when saying words or sentences
- Difficulty understanding words or sentences
- Difficulty following/processing instructions
- Comprehension and/or decoding affected in literacy
- Considerable difficulties with receptive and/or expressive vocabulary
- Short and inaccurate sentences – oral and written
- Considerable difficulty understanding words, sentences and instructions
- Severe difficulties with receptive and expressive vocabulary
- May speak and understand at a single word or phrase level
- Difficulty in formulating a spoken sentence
- Severe difficulty understanding words, sentences and instructions

Aims

- More contributions to class and group discussions
- Expanded oral and written sentences
- Increased confidence
- Increase in confidence and self-esteem
- Quicker processing of language
- Better understanding of lesson content leading to better progress
- Enhanced reading comprehension
- Correct usage of grammar, e.g. plurals and tenses
- Shift from spoken phrases to sentences
- Wider vocabulary, including core, extended & subject words
- Improved factual understanding and/or inference
- Ability to follow longer instructions
- Improved words and sentences Improved communication
- Improved comprehension of basic language, instructions and expectations
- Improved curriculum access

Wave 1 Quality First Teaching

Includes but not limited to;

- Ensure you have the pupil's attention before giving an instruction
- Clear and simple explanations ↔ Chunking instructions
- Extra time to process what has been said
- Check understanding of classwork and homework tasks
- Model correct sentence usage
- Visual support across the curriculum
- Broad range of sentence activities, e.g. description, news telling
- Talk partner opportunities
- Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way
- Guided reading for decoding and comprehension, especially inference

Wave 2

Includes but not limited to;

- Vocabulary teaching with phonological/semantic cues
- Use of information carrying words when giving instructions
- Targeted comprehension group

	<ul style="list-style-type: none"> • Mind maps for vocabulary to link concepts • Communication Cookbook • Non-literal language, idioms, jokes etc. • Socially Speaking, Time to Talk and Language Builders • EAL Training for coordinator • Videoed SALT session used to train TA
Wave 3	<ul style="list-style-type: none"> • Individualised Language programmes • Use of Makaton signing by staff • Individual vocabulary wordbook • Specialist SALT TA

Cognition and Learning

Need

- Low levels of attainment
- Phonological and short-term memory difficulties
- Difficulty acquiring new skills (particularly in literacy and numeracy)
- Difficulty in dealing with abstract ideas
- Some speech and language difficulties e.g. generalising information, understanding abstract language
- Some difficulties with fine or gross motor skills
- Some signs of frustration and/or aggressive behaviours
- Difficulties involving specific skills such as sequencing, ordering, word finding Difficulty forming concepts particularly when information is more abstract
- Limited skills in verbal exchanges
- Avoidance strategies
- Low self-confidence/esteem
- Episodes of dis-engagement

Aims

- Increased access to the curriculum
- Increased retention of key instructions and information
- Improved access to learning
- Improved engagement and desire to learn/motivation
- Increase range of secure concepts
- Able to apply strategies of what to do when unsure or unclear about learning
- Able to predict/recount content of lesson
- Ability to work independently
- Able to record information in a variety of ways
- Increase in confidence and self-esteem
- Reduction in anxiety
- Decrease in number of frustrated and/or aggressive behaviours
- Improved listening and attention
- Increased self -confidence and self -esteem
- Improved social inclusion
- Improved attainment

Wave 1

Quality First Teaching

Includes but not limited to;

- Pupil's name and eye contact established before giving instructions (unless autism is present/suspected)
- Clear and simple instructions, breaking down longer instructions and giving one at a time
- Clarify, display and refer back to new/difficult vocabulary
- Pre-teach vocabulary and key concepts
- Check for understanding
- Consistent use of positive language
- Jot down key points/instructions
- Give time before response is needed
- Visual cues and prompts
- Visual timetable
- Collaborative working opportunities
- Key vocabulary displayed/available
- Time given for processing

	<ul style="list-style-type: none"> • Consistent use of terms • Repetition and reinforcement of skills including worked examples • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Involve the pupil in discussions about how they learn and approach tasks • Flexible grouping • Writing frames • Vocabulary Cards • Clear rewards and sanction systems • Peer support • Circle Time • Individual whiteboards for drafting • Modified resources • Practical maths equipment
Wave 2	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Targeted/structured literacy and numeracy programmes • Computer intervention programmes • Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording • Teach note taking and shorthand ways of recording information e.g. use of bullet points • Teaching memory strategies • Additional time for key curriculum areas • Access arrangements for tests and exams • Clicker 6 • Coloured resources e.g. paper, overlays for reading • Reading rulers and Number lines • Numicon • Alternatives to copy writing • Music to aid concentration and focus • Mind mapping to link concepts • Voice recognition Apps • Phonics Regular, short sensory breaks • High Level of TA support • Talk buttons • NESSY resources

Wave 3	<i>Includes but not limited to;</i> <ul style="list-style-type: none">• Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics• Use of specialist programmes to make resources• Specialist support and interventions• Working memory resources
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Social and Emotional Mental Health

Need

- Experiencing difficulty in remaining on task, inattentive
- Inability to follow instructions and routines
- Presenting as significantly unhappy anxious or stressed
- Seeking frequent adult support/attention
- Frequent low-level disruptions
- Failure to make the progress anticipated across many areas of the curriculum ↔ Showing signs of frustration and early indications of disaffection or disillusion ↔ Difficulty in making and maintaining healthy relationships with peers
- Presenting as withdrawn or tearful
- Poor or sporadic attendance
- Vulnerable to bullying, manipulation or exploitation
- Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks
- Engage in bullying type behaviours
- Uncooperative or defiant
- Demonstrations of behaviour that challenges
- Placing self or others at risk of harm
- Frequent exclusions
- Mental health

Aims

- Whole school practice that is positive and restorative and aids resolution of conflict peacefully
- Improved staff confidence in managing behaviour that challenges A sense of belonging
- Pupils that feel safe in school
- Reduced risk-taking behaviour
- Confident and resilient learners
- Emotionally aware pupils who can self-regulate
- Pupils with a positive perception of self
- Positive engagement and participation in learning
- Increased levels of independence within pupils
- Improved concentration and attention
- Positive social interaction and relationships with others resulting in improved friendships and relationships
- Able to work collaboratively and independently
- Self-aware reflective learners
- High aspirations of self and can-do attitude to achieving goals
- Reduction in feelings of anxiety, fear, anger
- Risk assessments and care plans that are co-produced with parents and the child. ↔ Clear emergency procedures and care plans shared with staff, parents and pupil ↔ Able to identify emotions that are both comfortable and uncomfortable
- Better able to manage uncomfortable feelings such as anger
- Good attendance ↔ Positive educational and social outcomes
- Accelerated progress and good levels of attainment
- Improved emotional and mental health
- Decrease in incidents of high level challenging behaviour leading to more participation

<p>Wave 1 Quality First Teaching</p>	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Implementation of a whole school framework to support social emotional and mental health - Positive Behaviour Support • Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum • Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) • New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour • Assessments and monitoring of learning and social emotional wellbeing and associated behaviour • Differentiated and additional learning activities to engage and motivate • Flexible and creative use of rewards and consequences e.g. House Reward system and Kingsfleet Fleets • Identify and build on preferred learning styles • Positive language to re-direct, reinforce expectations e.g. use of others as role models • Environmental adaptation e.g. social seating and proximity to teacher • Time out systems within the classroom • Increased structure, routine and guidance • Reward chart/system • SMART targets linked to need • Pupil and parent involvement • Regular home/school planner • A range of differentiated opportunities for social and emotional development • Reinforcement of expectations through visual prompts and role modelling good behaviour • Constructive feedback • Support Buddies • Behaviour Support available during playtimes
<p>Wave 2</p>	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Small, carefully thought out group settings or one-to-one working e.g. talk, listen and reflect • Access to a quiet space • Behaviour Support • Lego Group • Social Skills interventions – e.g. Level 2 • Key texts linked to social needs • Now and Next choices to engage and motivate • Emphasis on social emotional engagement, safety and learning • Nurture Group or small group intervention • Transition information gathered about triggers etc.

	<ul style="list-style-type: none"> • Class and school consistent mediation strategies e.g. restorative practice • Consistent calming strategies, including for example, use of 'thinking time' • Identify, highlight, understand and build on areas of progress about SEMH
Wave 3	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • SENDCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD • Pastoral Support Plan for children who are at risk of disaffection and exclusion • Enhanced personalised provision e.g. social and health education programmes (Level 2) • Use of self-management programmes to develop skills, confidence and engagement • Personalised programmes for managing and controlling emotions and the resulting behaviour • Interventions such as art/play therapeutic approaches • Advice and guidance from outside agencies • Highly personalised curriculum and/or work experience placements and commission offsite alternative provision

Sensory and Physical

Need

- Hearing loss – severe, moderate or mild
- Missing or mishearing spoken information
- Attention, concentration, listening and speech development affected
- Expressive and receptive skills
- Difficulty retaining information
- Poor phonological awareness
- Processing of unknown language takes longer
- Fluctuating hearing loss
- Difficulty with new social situations
- Impaired auditory perception
- Difficulty listening at a distance of more than two metres from the speaker
- Listening/lip-reading fatigue
- Inability to hear in poor acoustic environment
- Visual impairment/loss of visual field – severe, moderate or mild
- Reduced visual impairment
- Difficulty with handwriting/fine motor control
- Sensory processing needs
- Gross motor skills and mobility
- Difficulty moving around school
- Managing own physical needs independently
- Misinterpretation of social cues
- Visual fatigue
- Colour perception difficulties
- Accessing standard classroom equipment
- Auditory and visual perception difficulties
- Functional language difficulty
- Risk of isolation
- Ability to respond to smoke/fire alarms

Aims

- Timely referral and intervention
- Increased/equal access to the curriculum
- Improved speech discrimination
- Increased subject vocabulary
- Increase in understanding spoken language
- Increased retention of key instructions and information
- Improved access to learning, can predict / recount content of lesson
- Improved social inclusion
- Improved acoustics – reduced reverberations
- Reduced visual fatigue
- Ability to work independently
- Able to record information
- Uses resources to aid better speech discrimination (Roger pen)
- Improved levels of achievement
- Able to access learning and school environment
- Improved self-esteem and social / emotional development
- Increased confidence approaching new situations leading to better participation
- Increased confidence and understanding of diagnosis, implications and strategies

<p>Wave 1 Quality First Teaching</p>	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Close liaison with parents and carers • Enclosed room/teaching area • Reduce background noise to improve acoustic environment • Access to visual clues • Subtitles on audio visual material • Modified resources e.g. simplified text/language • Systems in place to support individuals with mobility needs for fire alarms • Modified resources (e.g. large print) • Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board, desk lamp and iPads • Differentiated curriculum • Preferential seating and position of teacher • Uncluttered and well organised learning environment with good lighting • Choice making opportunities • Spelling support • Allow thinking time • Summarise key points at start and end of lesson • Pre-writing activities/warm up • Development of visual learning environments • ICT training to increase independent access • Social/life skills development • Curriculum reflects disability awareness • Assessment access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers
<p>Wave 2</p>	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Finger Gym - Letter formation and fine motor skills activities • Referral to occupational therapist when needed • When needed, subject specific advice from Teacher of the Deaf and/or Teacher of the Visually Impaired • Use of note taker (TA) – using IT, mind maps etc. • Physical exercise Plan from OT • Access to specific resources which aid learning
<p>Wave 3</p>	<p><i>Includes but not limited to;</i></p> <ul style="list-style-type: none"> • Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS • Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist,

	<ul style="list-style-type: none">• Close liaison with Audiologist, ENT Consultant, Ophthalmologist• Training – technical support• Training and intervention from specialists
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