

# LEARNING AND ACHIEVING AT WAVELL JUNIOR SCHOOL

## Whole school provision map for communication and interaction

### UNIVERSAL ENTITLEMENT

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

Peer support activities, e.g. working with peer groups to enhance their own understanding.  
Use of visual strategies to aid teaching and learning e.g. visual timetables and mini whiteboards and use non-verbal symbols to aid comprehension (keywords with images), translated keywords.  
Use of ICT as access strategy (iPad apps / interactive whiteboard / use of laptop...).  
Circle of friends – the teacher would be aware of mentors in seating plans.  
In class support with a focus on supporting speech and language.  
Additional explanation of key concepts if required.  
Demonstration of work or examples of end product given.  
Use of stress balls and sensory/fiddle toys available within the classroom with class rules surrounding their use.  
The whole school curriculum emphasizes the importance of the teaching of speaking, listening and understanding to all children.  
Teachers ensure that the whole curriculum is appropriately differentiated so that it is both accessible and challenging for all pupils.  
Teachers differentiate the way they deliver their lessons to suit all children eg. simplified language, slower lesson pace, alternative resources.  
The curriculum that the teachers teach is specifically planned based on the children's previous learning and their individual needs.  
Teacher's use graded questioning (inspired by Bloom's taxonomy) within and across all lessons.  
Teachers ensure there is carefully structured group work and talk opportunities.  
Learning walls and displays that aid learning are maintained within every teaching space in school.  
Every classroom has a teaching assistant for at least part of the school day.

### EARLY INTERVENTION

*In addition to quality first teaching and universal provision for all children....*

The school would realise that the pupil needs some additional support to help them to make accelerated progress towards meeting their learning targets or to address 'gaps' in understanding to catch up to age related expectations.  
Social stories may be used to assist understanding of difficult or key concepts.  
Interventions may be set up with a trained TA within school that focus on communication and speech and language, they may also focus on social rules.  
Additional adult support may be provided in and outside the classroom.  
Guidance would be provided for parents to enable them to understand their child's difficulties and guide them on how best to support their child.  
The child would be placed on the SEND register as SEN support and the class teacher will devise an individual provision map that is reviewed every six weeks.  
The school, if appropriate, will work with an enhanced mainstream setting or other outside agency (speech and language therapist, SSA etc) to seek advice and they might work directly with a child in school.

### PERSONALISED PROVISION

*In addition to quality first teaching, universal provision for all children and early intervention....*

An individual provision map would be set up for the child by the class teacher with the help of the school SENCo if required.  
Levels of support both within the classroom and outside of the class room would be increased if appropriate. This may include 1:1 support.  
There would be an increased level of support provided by enhanced mainstream settings and other outside agencies.  
Enhanced transition would take place between year groups and particularly between schools.