

LEARNING AND ACHIEVING AT WAVELL JUNIOR SCHOOL

Whole school provision map for sensory and physical need

UNIVERSAL ENTITLEMENT

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

There are flexible teaching arrangements eg room changes on ground floor, seating arrangements.
Teachers are aware of implications of sensory and physical impairment eg. Not covering mouth when talking to pupil with hearing impairment, not facing away from the child when talking/ light implications for visually impaired and lip readers .
Specialist equipment is available eg. Laptops, adjustable benches/sinks, cushions.
Ramps around school provide access to wheel chair users.
Differentiated resources are available to all classes eg. Braille graph paper, plain work books, coloured overlays, coloured books, pen grips, writing slopes.
Use of blinds/curtains to filter sun
Clean whiteboards and good quality pens, good quality print and photocopying are provided in all lessons.
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.
Children are able to use a variety of recording materials as a routine practice.
Teachers ensure learning is presented through visual, auditory and kinaesthetic styles.
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 progress in line with their peers.
Increased support would be provided within the classroom setting for wither TA or class teacher.
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 device an individual provision map that is reviewed every six weeks.
The school, if appropriate, will work with an enhanced mainstream setting 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....

TA support; 1:1 support in class and safe movement around the school to facilitate access to the curriculum.
Private space to manage personal medical needs.
Support as required at breaks/lunchtimes.
TAs would be trained in specific areas of needs e.g- taught braille, sign language etc.
The school would seek support from outside agencies who would come into school and work with staff as well as the child.
Enhanced transition would take place between year groups and particularly between schools.
Modifications would be used during tests and exams.