



Oatlands Junior School Whole School Provision Map



Area of need	Universal level – Quality first teaching	Intervention – Quality first teaching plus additional small group / 1:1 provision	SEN support - Personalised and Targeted Quality first teaching plus specific, targeted support for children with special educational needs
Cognition & Learning	<ul style="list-style-type: none">• Whole school positive ethos• Differentiated curriculum planning, activities, delivery & outcome• Pupils' names and eye-contact established before giving instructions• Clear, simple instructions, chunked and checked for understanding• Increased visual aids• Vocabulary displayed and clarified• Pre-teach vocabulary• Interactive and multi-sensory teaching approaches including active learning• Time for processing before a response is needed• Differentiated resources• Visual cues and prompts• Opportunities for collaborative working• Visual timetables• Range of dictionaries and thesaurus• Varied recording methods – writing frames• Use of coloured backgrounds• Repetition and reinforcement of skills	<ul style="list-style-type: none">• Same day intervention to address any misconceptions• Adult support in lessons• Pre / post teaching• English and maths support groups (LTA led)• Phonics interventions• RWI Fresh Start reading intervention• 1:1 reading and paired reading• Pencil grips• Post-it planning for flexible organisation of ideas	<ul style="list-style-type: none">• Intense maths support 1:1• Numicon & maths apparatus / equipment• Intense reading support 1:1• Additional individual reading / paired reading• Precision teaching• Handwriting – pencil grips, adapted pens• Individual use of ICT programmes – Nessy Fingers for touch-typing• Use of ICT- Clicker 8• Additional planning and arrangements for transition• Individual arrangements for KS2 SATs• Regular parent communication• Outside agency support: NYCC SEND Hub, Educational Psychologist



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Communication & Interaction	<ul style="list-style-type: none">• Whole school positive ethos• Differentiated curriculum planning, activities, delivery & outcome• Flexible teaching arrangements• Clear and simple language & explanations• Increased visual aids & modelling• Chunking instructions• Visual timetables• Extra time to process what has been said• Broad range of written activities e.g. cartoon strips• Prior warning of events• Structured school and classroom routines• Active learning, use of talk partners• Avoid sarcasm, idioms and double meaning• Clear rewards and sanctions• Calm learning environments	<ul style="list-style-type: none">• In class support with focus on supporting speech and language• EAL vocabulary support• Monitoring on the playground• Pre / post teaching of vocabulary• Prompt cards• Social stories	<ul style="list-style-type: none">• 1:1 Speech and Language support following advice from Speech Therapists (SaLT)• Use of information-carrying words when giving instructions• Application of speech targets during the day• Oral blending and segmenting activities linked to reading and spelling• Ear defenders• Visual Timetables & visual support• First / Then approach• Alternative Timetable• Social Stories / comic strip conversations• Access to time out area or distraction-free environment• Individual work station• Risk assessments if necessary• Preparation for change of activity / lesson / routine• Systematic organisation of independent learning tasks• Overt explanations made explicit• Group Lego Therapy• Sensory diets / breaks / toys• Individualised programmes of work• Individual arrangements for KS2 SATs• Additional planning arrangements for transition• Regular parent communication• Outside agency Support: NHS SALT, SEND Hub C & I Team



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Social, Emotional & Mental Health	<ul style="list-style-type: none">• Whole school positive ethos• Whole school Behaviour Policy• Whole school and class reward systems promoting positive behaviour• Oatlands Points & Golden Time• Differentiated learning activities to engage and motivate• All adults modelling mutually respectful relationships and interactions• Positive language to reinforce expectations• Differentiated use of voice / gesture / tone and body language• Celebration assemblies• Jigsaw PSHE curriculum	<ul style="list-style-type: none">• Group support in The Hub• The Hub lunchtimes clubs• Monitoring at playtimes and lunchtimes• Check-ins and check-outs with the Learning Mentor	<ul style="list-style-type: none">• Daily check-ins / outs• 1:1 quiet space session – intervention corridor & the Hub• Five-point scale emotional check• Individual timetable/ now and next board• Home / school communication book• Individual arrangements for KS2 SATs• Additional planning and arrangements for transition• Regular parent communication• Resilience building Intervention – Worry tree, blowing bubbles, Think• ELSA resources – empathy game, posters, quotes, self-esteem• Group Lego Therapy• Books loaned to support parents• Outside agency support: Harrogate Cluster Support Service, Just B, Compass Phoenix, NYCC SEND Hub SEMH

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Sensory and or physical	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment e.g. not covering mouth when talking to a child with hearing impairment • Improvement to the acoustic environment e.g. sound tiles • Preferential seating and position of pupil and teacher in the classroom • Multi-sensory approach • Uncluttered and well-organised learning environments • Use of aids (e.g. hearing) • Writing slopes & pencil grips • Wobble cushions, seat wedges & writing slopes • Good lighting • Active learning 	<ul style="list-style-type: none"> • Fine & Gross Motor exercises • Handwriting support • Sensory breaks & snacks 	<ul style="list-style-type: none"> • Individual support in class to facilitate access to the curriculum • Individual support during PE and break times • Individual arrangements for KS2 SATs • Additional planning and arrangements for transition • Regular parent communication • Wobble cushions • Fiddle toys • Ear defenders • iPad pro and keyboard • Additional resources for areas of development • Sensory area – gym ball, light tubes, smell pots (oils) • Outside agency support: Occupational Therapy, Physiotherapy programme, NYCC Visual & Hearing support •