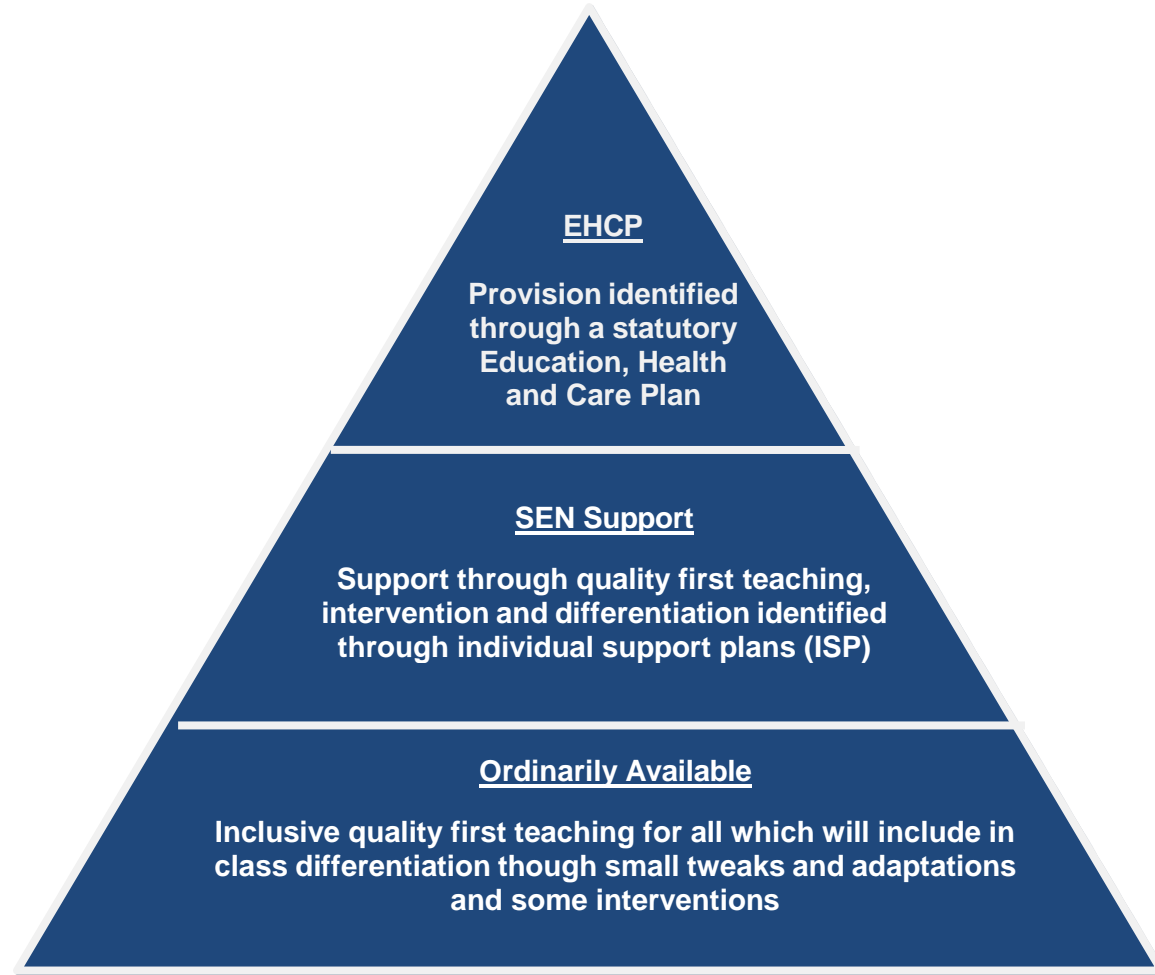




St Alban's Catholic Primary School

Whole School Provision Map





St Alban's Catholic Primary School Whole School Provision Map

Cognition and Learning		Speech, Language and Communication	
	Support		Support
Ordinarily Available	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, including in class adult support from both class teacher and learning support assistants (LSA), individual spelling programmes, promotion of independent learning skills, use of ICT, adult and peer modelling, visual aids and daily timetables, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, stimulating and interactive displays, inclusion for all, promotion of independent learning skills.	Ordinarily Available	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, including in class adult support from both class teacher and learning support assistants (LSA), individual spelling programmes, promotion of independent learning skills, use of ICT, adult and peer modelling, visual aids and daily timetables, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, stimulating and interactive displays, inclusion for all, promotion of independent learning skills.
SEN Support	As above plus Individual Support Provision Plans (ISP), Individual and targeted assessments, ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, outside agencies frequently consulted to support individuals, curriculum adaptations, 1:1 and focus group work, where appropriate, additional resources, monitoring of provision and progression by SENCo and outside agencies, planned use of scribes, daily reading time, promotion of independent learning skills.	SEN Support	As above plus Liaison with Surrey and/or Early Speech and Language Therapy Services. Individual Support Provision Plans (ISP), Individual and targeted assessments, ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, outside agencies frequently consulted to support individuals, curriculum adaptations, 1:1 and focus group work, where appropriate, additional resources, monitoring of provision and progression by SENCo and outside agencies, planned use of scribes, daily reading time, promotion of independent learning skills.
EHCP	As above plus At least annual reviews of progress and attainment in relation to annual targets set through the statutory EHCP progress, clear statutory support at transition, in class support to implement the provision identified within the EHCP.	EHCP	As above plus At least annual reviews of progress and attainment in relation to annual targets set through the statutory EHCP progress, clear statutory support at transition, in class support to implement the provision identified within the EHCP including support identified by Surrey and/or Early Speech and Language Therapy Services



Social, Emotional and Behavioural

	Support
Ordinarily Available	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, including in class adult support from both class teacher and learning support assistants (LSA), individual spelling programmes, promotion of independent learning skills, use of ICT, adult and peer modelling, visual aids and daily timetables, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, stimulating and interactive displays, inclusion for all, promotion of independent learning skills.
SEN Support	As above plus Liaison with ELSA and Mindworks if appropriate, Individual Support Provision Plans (ISP), Individual and targeted assessments, ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, outside agencies frequently consulted to support individuals, curriculum adaptations, 1:1 and focus group work, where appropriate, additional resources, monitoring of provision and progression by SENCo and outside agencies, planned use of scribes, daily reading time, promotion of independent learning skills.
EHCP	As above plus At least annual reviews of progress and attainment in relation to annual targets set through the statutory EHCP progress, clear statutory support at transition, in class support to implement the provision identified within the EHCP

Physical and Sensory

	Support
Ordinarily Available	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, including in class adult support from both class teacher and learning support assistants (LSA), individual spelling programmes, promotion of independent learning skills, use of ICT, adult and peer modelling, visual aids and daily timetables, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, stimulating and interactive displays, inclusion for all, promotion of independent learning skills.
SEN Support	As above plus Liaison with Physical and Sensory services, OT and physio services. Individual Support Provision Plans (ISP), Individual and targeted assessments, ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, outside agencies frequently consulted to support individuals, curriculum adaptations, 1:1 and focus group work including a focus on fine and gross motor skills, where appropriate, additional resources, monitoring of provision and progression by SENCo and outside agencies, planned use of scribes, daily reading time, promotion of independent learning skills.
EHCP	As above plus At least annual reviews of progress and attainment in relation to annual targets set through the statutory EHCP progress, clear statutory support at transition, in class support to implement the provision identified within the EHCP including support identified by Physical and Sensory services, OT and physio services.