



CATHOLIC
EDUCATION
TRUST



Provision Map

WAVE 1	Core Provision Level 1 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Children study a broad balanced curriculum. • Children study English and Maths. • Topics are taught within their classes. • PE is taught both inside and outside in a fully accessible playground and field area. • Music is taught in the Music Room. • Children broadly follow the same curriculum. • Children have use of word mats, differentiated tasks, clozed procedures, task boards to support their learning where needed • EYFS Well Comm, National Baseline and NELI Project assessment • Speech and Language support • ELSA support • Pre-teach vocabulary • Child friendly self assessment strategies • Reach for the Stars Groups • Early morning starts which focused groups led by the Class Teacher 	<p>Pastoral;</p> <ul style="list-style-type: none"> • Children are assigned to a classroom with a class teacher. • The Class teacher and staff in each year group deal with any arising concerns that children have. • All children follow Zones of Regulation in their PSHE provision. • Each Key stage has Collective Worships and Assemblies regularly. • Class teachers review progress and refer to others if needed. • Well-being Champions are trained and are on Year 2- 5 playgrounds some lunch times to support children who may need some peer support • Mental Health Champion • School Council (year 1 upwards) • Early Help referrals • School support at Universal level • Comprehensive annual transition meetings between Nursery. School and Secondary Schools and Year group transfers • Close school/ home contact • Prayer Club • Quiet Club • Peer mentors • Transition books • Year to year transition meetings

<p>Staffing;</p> <ul style="list-style-type: none"> • Children have access to a class teacher and LSA's • They have access to lunchtime supervisors and LSA's at various times in their classroom to model and support children • The Head is visible and all children are able to speak to the Head should they need to. • Teachers are available to meet with parents or children after school should the need arise. • SENCO has regular meetings with STIP Teachers, Speech and Language Therapists • Staff trained in First Aid • Reading and Phonics workshops 	<p>Environment/Facilities;</p> <ul style="list-style-type: none"> • Children have access to the school site, allocated to their key stage. • Doors are open and all classrooms have playground access. • Children have access to the Library, ICT suite and music rooms. • All stairs have handrails and contrast edging. • All classrooms use Visual Timetables • Children have use of word mats, differentiated tasks, task boards to support their learning where needed • Staff trained in First Aid • Use of physical resources • Access to movement breaks • Ramps to access building • Sensory needs accommodated eg fidgets, cushions etc

WAVE 2	Enhanced Provision Level 2 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Children might benefit from additional reading with an LSA or being part of a group. • Tracks Literacy • Literacy for All Intervention • Phonics booster groups 	<p>Pastoral;</p> <ul style="list-style-type: none"> • Social skills groups take place throughout the year. • Rainbows Groups for change and bereavement are run termly. • ELSA's run sessions with children to support short term emotional literacy needs.

<ul style="list-style-type: none"> • Maths booster groups • NELI Project in EYFS • Now/ Next boards • Individual support plans tailored to motivate children • ELSA • School Councillor • 	<ul style="list-style-type: none"> • Rainbow Intervention
<p>Staffing;</p> <ul style="list-style-type: none"> • The SENDCo and LSA team are utilised to run some provisions to reduce gaps in learning. • Short term interventions such as Lego Therapy are run by LSA's. • Some Classes have Class LSA's to support when needed with the main body of the class or in intervention groups • Excellent liaison with outside agencies 	<p>Environmental/Facilities;</p> <ul style="list-style-type: none"> • Pencil grips • Teoddorsu motor programme • Lap snakes, sensory cushions • Workstations • Coloured overlays

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WAVE 3	Individual Personalised Provision Level 3 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Paired Reading • PORIC • WellComm • SALT • Rocket Phonics • Specific programmes for individual children • 1:1 Speech and Language • Talkabout pictures • Blacksheep press activities • Articulation support • Language for Thinking • Clicker 8 • Reading support schemes <p>Are all delivered either 1;1 or in small groups.</p>	<p>Pastoral;</p> <ul style="list-style-type: none"> • Lego Therapy • ELSA • Social Stories • Safe SEND space • Supported unstructured times. • Comprehensive medical care plans • SEMHS support as required • Drawing and Talking • Freemantles Outreach Teacher support • ASD – Individual resources and strategies eg TEACCH
Staffing;	Environmental/Facilities;

- ELSA's are available 5 days per week and used for varying periods of times.
- Specialist teacher consultants
- Staff trained in Epi-Pen
- Reasonable adjustments

- The SEND office is located upstairs within the school
- The SENCO is available to meet/ talk to parents at accessible places within the school building/ grounds
- The sensory room is available for children to breakout or timetabled use.
- Workstation – TEACCH