

Burlington Danes Primary Whole School Provision Map 2020-21

Last updated: April 2021

BDPA Intervention offer

Cognition and Learning

Wave 1 Universal Offer	Wave 2 Targeted Support	Wave 3 Specialist Provision
<ul style="list-style-type: none"> • High expectations for all of our pupil • Effective modelling through I do, we do, you do approach to ensure that children feel ready to work independently and apply key skills • Differentiated planning/ resources • High expectations for all of our pupils • Clear learning outcomes using key skills and mastery • Small group catch up lessons for Literacy and Maths • Clear steps within lesson to scaffold and support • Effective modelling through I do, we do, you do approach to ensure that children feel ready to work independently and apply key skills • Pre-teaching of key concepts and language to support progress • Differentiation to support children's access to key skill development • Use of a range of resources to support (concrete objects, images, sequencing, Kinesthetic etc.) • RWI letter/sound charts stuck to the desk • Alphabet stuck to tables • Key word/ phoneme charts stuck to the desk using dots and dashes • A clear focus on talk, modelling and independent learning in each lesson • Explicit teaching of keyboard skills • Cloze procedures used to support memory • Minimal copying from the board • Read, Write, Inc. phonics programme is used to ensure that every child is a reader by 6 • Read, Write, Inc. spelling programme is used to ensure that children are confident with transcription 	<ul style="list-style-type: none"> • Additional Phonics (Read, Write, Inc) • Colourful Semantics • Language for Thinking • Helen Arkell – HAST-2 • Precision teaching • Read, Write Inc Fresh Start • Bookmark • Astrid • Dialogic reading 	<ul style="list-style-type: none"> • Support and guidance from Occupational Therapist • Support and guidance from Educational Psychologist • Other agencies (as required) • Guidance from EHCP if appropriate

<ul style="list-style-type: none"> • High quality modelling and use of good examples to aid memory and support expectations • English is planned around the use of high, quality texts to develop a real love of reading • High quality ‘on the spot feedback’ and corrective teaching to ensure that all children make progress • On-going teacher assessment for, and of, leaning • Illustrated dictionary • Audio books • Task planner/checklist • Colourful Semantics 		
<p>What happens at this stage? If there are no visible improvements from the above strategies implemented in the classroom an Initial Concerns Form must be completed and sent to SENCo.</p>	<p>What happens at this stage? If there are no further improvements from SENCo involvement following initial concerns raised a structured conversation meeting will take place where one of the above targeted support interventions will be agreed to be carried out with pupil.</p>	<p>What happens at this stage? If there are no further improvements following agreed targeted support, then the above specialists may intervene.</p>

Communication & Interaction

Wave 1 Universal Offer	Wave 2 Targeted Support	Wave 3 Specialist Provision
<ul style="list-style-type: none"> • A rich language culture and climate across school • Flexible teaching arrangements • Structured school and class routines • Differentiated planning/ resources • Increased visual aids • Visual timetables • Reading aloud time (intonation and expression) • Talk for Writing used to support oracy and idea development • Clear, unambiguous language • Use of symbols • RWI which focuses on correct formation of sounds and blending • Chunked instructions • Drama and role play activities as part of lessons. • Key vocabulary taught in lessons • Social stories • Provide structure, improve understanding, consider the environment. • Additional use of ICT to support the curriculum • Facing child when giving chunked instructions • Pre-teach / over teach vocabulary 	<ul style="list-style-type: none"> • Speech sound work • Talk Boost/Early Talk Boost • Colourful Semantics • Language for Thinking • Social skills group • Speaking and listening group • Speech and Language planned programme • Lego club • Attention Autism/Bucket Time • Play-doh club • Neli 	<ul style="list-style-type: none"> • Support from Speech and Language Therapy (SALT). • Advice from Autism Outreach • Support and guidance from Educational Psychologist • Other agencies (as required) • Guidance from EHCP if appropriate • NHS Speech therapy
<p>What happens at this stage? If there are no visible improvements from the above strategies implemented in the classroom an Initial Concerns Form must be completed and sent to SENCo.</p>	<p>What happens at this stage? If there are no further improvements from SENCo involvement following initial concerns raised a structured conversation meeting will take place where one of the above targeted support interventions will be agreed to be carried out with pupil.</p>	<p>What happens at this stage? If there are no further improvements following agreed targeted support, then the above specialists may intervene.</p>

Social, Emotional Mental Health

Wave 1 Universal Offer	Wave 2 Targeted Support	Wave 3 Specialist Provision
<ul style="list-style-type: none"> • A culture and climate based on positivity, love and nurture • Reinforcement of whole school ethos/values • PSHE curriculum built around core values to support explicit teaching • School reward systems • Praise is specific and named • Pupil jobs to raise self-confidence and responsibility • Calm areas to support self-regulation and reflection • Sand timers • Class charter/agreement • Quiet workspace • Whole class/small group circle time • Consistent implementation of whole school behaviour policy • Visual prompts • Clear sanctions to support choice and consequences • Zones of Regulation support • Year-end transition process • Buddy system • Restorative approach to preparations • Personalised reward chart • Clear rewards systems – stickers, verbal praise, house points, star of the day, 	<ul style="list-style-type: none"> • Personalised behaviour management plans/Response plan • Personalised timetable • Regular parental engagement • Planned break/lunchtime arrangements • Facilitated games and activities through unstructured periods such as playtimes. • Social skills group • Speaking and listening group • Lego club • Zones of Regulation • ELSA • West London Zone 	<ul style="list-style-type: none"> • Support from TBAP • Return from FTE support • Guidance provided by Educational Psychologist • Early help • CAHMS involvement • Other agencies (as required) • Guidance from EHCP if appropriate
<p>What happens at this stage? If there are no visible improvements from the above strategies implemented in the classroom an Initial Concerns Form must be completed and sent to SENCo.</p>	<p>What happens at this stage? If there are no further improvements from SENCo involvement following initial concerns raised a structured conversation meeting will take place where one of the above targeted support interventions will be agreed to be carried out with pupil.</p>	<p>What happens at this stage? If there are no further improvements following agreed targeted support, then the above specialists may intervene.</p>

Sensory/Physical

Wave 1 Universal Offer	Wave 2 Targeted Support	Wave 3 Specialist Provision
<ul style="list-style-type: none"> • Handwriting exercises • Change of font size • Visual, auditory and kinaesthetic methods • Fiddle toys/sensory box • Coloured overlays • Brain exercises • real life sensory experiences built into planning and the curriculum • Limited amount of shiny laminates in school • Writing slope • Handwriting lines to support effective transcription • Pen/pencil grips available • Tasks steps and sequences clear 	<ul style="list-style-type: none"> • Targeted small group to develop gross/fine motor skills • Targeted small group to develop co-ordination and movement. • Adaptations to environment – sensory issues. • Additional handwriting practice • Equipment for specific need. • Care plan written, parents in agreement and have own copy, and all necessary staff informed. • Necessary consideration given to any physical apparatus/equipment necessary to aid learning / movement/ independence • Fine motor skills programme. Programmes include: foundation skills, hand skills, skilled hand use, visual perception, handwriting letter formation, handwriting fluency and speed 	<ul style="list-style-type: none"> • Guidance provided by Educational Psychologist • Occupational Therapy programme • Specialist equipment • Intimate care plan • Hearing and Visual Impairment team • Support from school nurse • Other agencies (as required) • Guidance from EHCP if appropriate • Specialised medical care and intimate care
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