



**Provision Map**

**Small Group Support (time limited)**

**What does School SEND Support intervention look like in our school?**

Provision	Expected outcome	Year Group	Number of sessions per week	Session Length (minutes)	Max number of weeks	Group size	Delivered by: Teacher HLTA, TA ELSA
Priority readers	To increase confidence in own reading ability. Retelling main events in simple stories using the pictures for clues.	Reception	3	10 minutes	36	1:1	TA
Accelerated Readers	To accelerate the children's reading. To learn the following words 'was' 'he' 'are' 'she' 'you' 'the' from the high frequency words. To gain a good pencil grip and therefore better control.	Reception	2	15 minutes	12	1:4	TA
Phonics	To follow whole class/group phonic sessions using Read Write Inc. starting with single sounds. Reinforce phonic sounds m, a, s, d, t.	Reception	5	15 minutes	12	1:4	Teacher/TA
Write Dance	To improve gross and fine motor skills to enable better control when writing.	Reception	2	10/15 minutes	10	1:5	TA



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Number Booster	To know numbers 1-5, order and write numbers. To find the correct number of objects for a given number between 1-5	Reception	3	10 minutes	10	1:1	TA
Maths Booster	To secure knowledge of number recognition to be able to meet ELGs. To order and write numbers up to 10	Year 1	3	15 minutes	12	1:4	TA
Phonics/beginners reading	Read Write Inc. Intervention	Year 1	5	5 minutes	36	1:1	TA
Reading Booster group	To build reading confidence and enjoyment To develop reading strategies To move at least one reading level	Year 1	3	10 minutes	36	1:1	TA
Priority readers/ Building fluency	To increase confidence in own reading ability. Work specifically on word and sound recognition, for independence and fluency. Build up pace	Year 2	3	10 minutes	36	1:1	Teacher
Phonics/beginners reading Phonics screening booster group	To secure phase 2 initial sounds and to blend/segment CVC words To increase score on phonics screening test/to secure phonic knowledge	2	5	5 mins	10	1:1	TA
Read Write Inc. programme individual intervention		2	5	5 mins	8	1:1	TA



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Nessy –spelling and reading intervention – online programme	To improve reading fluency/spelling	2	4	20 minutes	36	1:1	TA
Reading Eggs -Online programme early stages of reading/ developing sound knowledge	To secure phase 2 initial sounds and to blend/segment CVC words Move two book levels from starting point	R,1,2	2	15 minutes	36	1:1	TA
SATS/comprehension booster group	To develop comprehension skills/ understand questioning	2	2	15 minutes	18		
Maths counting focus group	To secure number/counting knowledge (writing, reading, sequencing number) to 20	2	5	10 minutes	36	1:1	TA
Social Skills Group	To support and meet the emotional needs of individual children. Provide a secure and caring environment.	1, 2	1	20 minutes	12	1:4	ELSA
ELSA 1:1 support SEMH Targets from IEP	Supports children to manage their anxiety and self-regulate their emotions so that they are more able to establish and maintain friendships with peers and co- operate with staff requests.	All	Variable according to need	As appropriate (maximum support 1 hr per week)	36 Reviewed at 12 weeks	1:1	HLTA
Play Therapy	To decrease those behavioural and emotional difficulties that present themselves in the transition from Reception to Year 1 and interfere	Y1	Variable according to need	45 mins	36	1:1	Therapist



### Provision Map

	significantly with a child's role as a learner in the classroom.						
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### Personalised support

#### What does Specialist SEND Support look like in our school?

Provision	Expected outcome	Year Group	Number of sessions per week	Session Length (minutes)	Max number of weeks	Group size	Delivered by: Teacher HLTA, TA ELSA
Targeted 1:1 support Cognition and Learning Targets from IEP	Supports children to engage with curriculum at their stage and encourages independent learning. Daily records kept in relation to children's targets show progress. Targets are either working towards or met on review.	Identified children who have made less than expected progress at School SEND Support	Variable according to need	As appropriate	36 Reviewed at 12 weeks	1:1	Teacher/HLTA
Speech and Language Therapy Targets from report	Targets are either working towards or met on review by therapist.	Identified children who have made less than expected progress at School SEND Support	3	10 minutes	36	1:1	Therapist/HLTA



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<p><b>Occupational Therapy</b> Targets from report</p>	<p>Targets are either working towards or met on review by therapist</p>	<p>Identified children who have made less than expected progress at School SEND Support</p>	<p>Variable according to need</p>	<p>As appropriate</p>	<p>36</p>	<p>1:1</p>	<p>Therapist/HLTA</p>
<p><b>STIPS</b> Targets from report</p>	<p>Targets are either working towards or met on review by therapist</p>	<p>Identified children who have made less than expected progress at School SEND Support</p>	<p>Variable according to need</p>	<p>As appropriate</p>	<p>36</p>	<p>1:1</p>	<p>Therapist/HLTA</p>