

SEND provision

St Stephens C of E First School

October 2022

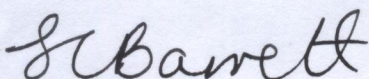
Dear Parents,

John Morris is on the SEND register this is because John has been referred to the CCN team. John is on the SEND register to help him with areas of his communication that he can find difficult. Outlined on the second page is the support your child has been receiving in and out of class so far this year. This can be discussed further with your child's class teacher or an appointment can be made to speak to the SENCO about his needs.

John will be closely monitored by the SENCO as well as the adults that work with him. He will continue to receive lots of support for his learning needs. Please be assured that we are keen to see John progress in all areas of his learning and communication and it is hoped that with some extra provision he will have the opportunity to achieve this.

For John to have a real chance at making progress it is vital that your child receives similar support at home with daily reading opportunities as well as support with homework and learning number recognition, times tables, letter formation and phonics.

Kind regards,

A handwritten signature in black ink, appearing to read 'S Barrett', with a stylized, cursive script.

Sarah Barrett

SENCO/Vice Principal

Provision map Autumn 1: Year 1 2022

JOHN MORRIS

CLASS: UNICORNS

TEACHER: MRS SHERWOOD

TERM 1

Quality teaching

Differentiation: e.g. visual timetables, key vocabulary, ability grouping, talking tins, task boards.

Assessment for learning: Through outcome, NGRT use of Pixel tracking, PM benchmarking, Pira tests, phonics test at end of year.

Behaviour management strategies: Quiet area in the classroom for children to take themselves when they need a break. Emotion cards to help children recognize their emotions. Thrive support in class for help with behaviour.

Inclusive learning strategies: Number lines, modelling work, tasks broken into smaller chunks for less able. Bespoke support in class for SEND. Timers used to indicate lesson breaks.

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
Fine Motor skills group.	1: 4	3 x weekly 10 minutes.	John		To help John to develop his fine motor control so that his pencil grip improves, and he can write more fluently.	For John to be able to form his kinetic letters correctly. To enable John to be able to write more fluently.	EM	

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
Wave 3 and QFT support for John Morris: Home school liaison book, safe space. Calming toys, ear defenders. Use of timers for transitions, gross and fine motor activities.	1:1 and whole class.	Daily	John Morris		To enable John to be able to regulate and participate in whole class activities.	To be able to reach his end of year targets.	EM	