

**Dunster First School**  
**Whole School Provision Map**



**Universal**

Strategies which may be employed in our school to support all children.



**SEN Support**

Strategies which may be employed in our school to support children identified as needing support in addition to universal.

**Cognition and Learning**

**Universal**

- **Every teacher is a teacher of every child and young person**
- High expectations for learning and appropriate challenge
- High expectations of behaviour throughout the school
- Children made aware of clear objectives and success criteria for all learning
- Differentiated learning where appropriate
- Clear feedback and next steps given in the marking of children's learning, with time to discuss specific areas with individual children during 'take up time'
- Opportunities given for children to self-assess their own learning
- Variety of teaching styles used by all teachers to match the needs of individuals
- Reasonable adjustments and improvements made to learning environment and resources to remove barriers to learning
- Groupings and seating arrangements are planned and monitored to facilitate learning
- Focussed small group work for literacy and maths is in place, for example phonics groups and maths intervention
- All children have access to a variety of resources to aid learning, such as dictionaries, wordbanks and small maths equipment
- Visual timetables used daily in every classroom
- Senior leaders and SENCO monitor academic progress and achievements, identifying groups and individuals for targeted support
- All staff demonstrate a positive attitude to inclusion

**SEN Support**

Universal support continues plus the following:

- Targeted phonics intervention – small group and individual
- Individual literacy intervention (ILI)
- Individual and group maths catch up/intervention
- Targeted in class support from LSA's
- Daily readers
- Rapid reader programme
- Use of Somerset Total Communication to aid learning
- Specific resources available to support learning, for example high frequency word lists, maths equipment
- Increasing differentiation of activities and materials including access to assistive technology and specialist equipment where appropriate
- Liaison with external professionals such as learning support advisory teacher, educational psychologist and health professionals
- Effectiveness of interventions closely monitored by class teachers, SENCO and headteacher
- Individual Education Plans (IEP) written and shared with parents to target individual needs
- Pupil Passports

## Communication and Interaction

### Universal

- Differentiated curriculum planning, activities, delivery and outcome, for example simplified language
- Use of visual aids and prompts, for example actions for phonic sounds
- Use of symbols and visual timetables
- Structured school and class routines
- Adults across the school model appropriate speech, language, communication and interaction skills
- Transition is carefully planned to support movement through year groups and other schools
- The preferences, ideas, views and aspirations of all children are valued and important

### SEN Support

- Talk Boost
- Somerset Total Communication- all staff are trained in the use of STC
- Individual speech and language programmes led by LSA's with specific children
- Individualised resources used with specific children to aid communication, for example individual timetables
- Targeted in class support from LSA's
- Close liaison and visits with speech and language therapist and team
- Effectiveness of interventions closely monitored by class teachers, SENCO and headteacher
- Individual Education Plans (IEP) written and shared with parents to target individual needs
- Pupil Passports

## Social, Emotional and Mental Health Difficulties

### Universal

- High expectations of behaviour across the school
- Positive behaviour police in place across the school
- Positive praise used across the school to promote good behaviour
- Reward systems in place throughout the school including use of stickers and
- Golden time
- Circle time
- Social, Emotional Aspects of Learning (SEAL) taught in every class
- Time given to listen to and value children's thoughts, concerns and issues

### SEN Support

- Emotional Literacy Support Assistant (ELSA) to work with individuals
- Play therapy for individuals
- Personalised behaviour plans
- 1:1 support assistants where necessary
- Calm areas available for those who need them
- Effectiveness of interventions closely monitored by class teachers, SENCO and headteacher
- Individual Education Plans (IEP) written and shared with parents to target individual needs
- Pupil Passports

## Sensory and/or Physical Needs

### Universal

- Accessibility plan in place
- Reasonable adjustments are in place to improve access, for example ramps and accessible toilet
- Appropriately differentiated curriculum to meet the needs of all children
- Teachers aware of implications of physical impairment
- Pencil grips
- Account taken in presentation of lessons, for example font used on interactive whiteboard
- All staff demonstrate a positive attitude to inclusion

### SEN Support

- Fine Motor Skills group
- Gross Motor Skills group
- Additional handwriting practice
- Theraputty
- Specific adjustments made to learning environment for individuals
- Specific resources/presentation of learning available for individuals, for example larger font worksheets
- Effectiveness of interventions closely monitored by class teachers, SENCO and headteacher
- Individual Education Plans (IEP) written and shared with parents to target individual needs
- Pupil Passports