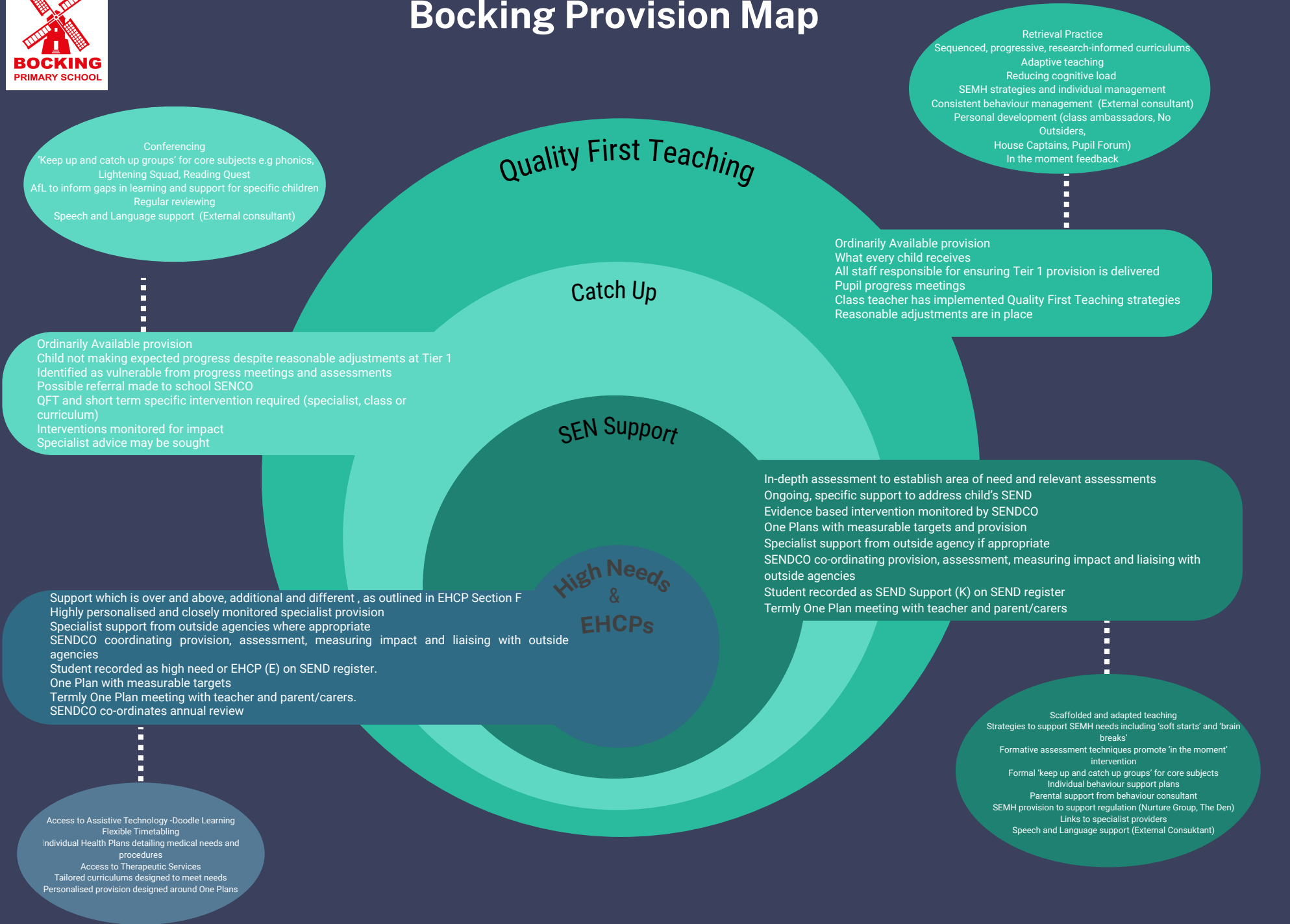




Bocking Provision Map



Quality First Teaching

Conferencing
 'Keep up and catch up groups' for core subjects e.g phonics, Lightening Squad, Reading Quest
 AfL to inform gaps in learning and support for specific children
 Regular reviewing
 Speech and Language support (External consultant)

Retrieval Practice
 Sequenced, progressive, research-informed curriculums
 Adaptive teaching
 Reducing cognitive load
 SEMH strategies and individual management
 Consistent behaviour management (External consultant)
 Personal development (class ambassadors, No Outsiders, House Captains, Pupil Forum)
 In the moment feedback

Ordinarily Available provision
 What every child receives
 All staff responsible for ensuring Tier 1 provision is delivered
 Pupil progress meetings
 Class teacher has implemented Quality First Teaching strategies
 Reasonable adjustments are in place

Catch Up

Ordinarily Available provision
 Child not making expected progress despite reasonable adjustments at Tier 1
 Identified as vulnerable from progress meetings and assessments
 Possible referral made to school SENCO
 QFT and short term specific intervention required (specialist, class or curriculum)
 Interventions monitored for impact
 Specialist advice may be sought

SEN Support

In-depth assessment to establish area of need and relevant assessments
 Ongoing, specific support to address child's SEND
 Evidence based intervention monitored by SENDCO
 One Plans with measurable targets and provision
 Specialist support from outside agency if appropriate
 SENDCO co-ordinating provision, assessment, measuring impact and liaising with outside agencies
 Student recorded as SEND Support (K) on SEND register
 Termly One Plan meeting with teacher and parent/carers

High Needs & EHCPs

Support which is over and above, additional and different, as outlined in EHCP Section F
 Highly personalised and closely monitored specialist provision
 Specialist support from outside agencies where appropriate
 SENDCO coordinating provision, assessment, measuring impact and liaising with outside agencies
 Student recorded as high need or EHCP (E) on SEND register.
 One Plan with measurable targets
 Termly One Plan meeting with teacher and parent/carers.
 SENDCO co-ordinates annual review

Scaffolded and adapted teaching
 Strategies to support SEMH needs including 'soft starts' and 'brain breaks'
 Formative assessment techniques promote 'in the moment' intervention
 Formal 'keep up and catch up groups' for core subjects
 Individual behaviour support plans
 Parental support from behaviour consultant
 SEMH provision to support regulation (Nurture Group, The Den)
 Links to specialist providers
 Speech and Language support (External Consultant)

Access to Assistive Technology -Doodle Learning
 Flexible Timetabling
 Individual Health Plans detailing medical needs and procedures
 Access to Therapeutic Services
 Tailored curriculums designed to meet needs
 Personalised provision designed around One Plans