



Eversley Primary School Provision Map



Aim High and Be Kind

At Eversley Primary School we want all our children to achieve their maximum potential. Sometimes this means that they may need a little bit of extra help. The SEN Code of Practice 2014 identifies different areas of need that children may have. The four areas of need are: communication and interaction; cognition and learning; social, emotional and mental health; sensory, physical and other. Our provision map shows how for each of these areas of need we can provide support as part of a graduated approach.

Communication and Interaction

Universal Provision through Quality First Teaching	Additional provision (Additional to Quality First Teaching)	High Needs Provision (Highly differentiated to meet individual needs)
<ul style="list-style-type: none">• Differentiation in lessons to meet the needs of the class• Differentiated questioning• Extra thinking time if needed• Differentiated outcomes• Differentiated homework• Careful positioning of children in the classroom to facilitate partner talk and aid learning potential• Role play opportunities• Talk for writing opportunities• Teacher modelling• Visual timetables and visual aids• Writing frames and scaffolded support• Working walls showing key vocabulary for all subject areas• Regular opportunities to read to an adult in school	<ul style="list-style-type: none">• Individual Support Plan (ISP) for all children at SEN Support level.• Colourful Semantics resources• Small group work• RWI intervention groups• Fresh Start intervention (Years 5 and 6)• Social skills groups as appropriate to the needs of individual children• Social stories• Sunshine Class (nurture group)	<ul style="list-style-type: none">• Education, Health and Care Plan (EHCP)• Termly appointments with NHS speech and language therapist for assessment, target setting and modelling of resources/approaches with Learning Support Assistants• Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational Psychologist, specialist teachers for visual and hearing impaired pupils, Russet House and Waverley School outreach services.• Differentiated curriculum

<ul style="list-style-type: none"> • Use of ICT to support learning and provide different ways to record learning 		
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Cognition and Learning

Universal Provision through Quality First Teaching	Additional provision (Additional to Quality First Teaching)	High Needs Provision (Highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Differentiation in lessons to meet the needs of the class • Differentiated questioning • Extra thinking time if needed • Differentiated outcomes • Differentiated homework • Careful positioning of children in the classroom to facilitate partner talk and aid learning potential • Teacher modelling • Visual timetables and visual aids • Writing frames and scaffolded support • Working walls showing key vocabulary for all subject areas • Regular opportunities to read to an adult in school • Use of ICT to support learning and provide different ways to record learning • Whole class movement breaks (e.g. Take 10) 	<ul style="list-style-type: none"> • Individual Support Plan (ISP) for all children at SEN Support level. • Colourful Semantics resources • Small group work • RWI intervention groups • Fresh Start intervention (Years 5 and 6) • Top Tips maths intervention (Years 3-6) • Sunshine Class (nurture group) • Writing slopes • Pencil grips • Pencils/pens with modified grip • Fidget toys • Wobble cushions • Individual movement breaks 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Termly appointments with NHS speech and language therapist for assessment, target setting and modelling of resources/approaches with Learning Support Assistants • Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational Psychologist, specialist teachers for visual and hearing impaired pupils, Russet House and Waverley School outreach services. • Differentiated curriculum

Social, Emotional and Mental Health

Universal Provision through Quality First Teaching	Additional provision (Additional to Quality First Teaching)	High Needs Provision (Highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Whole school behaviour policy – trauma informed approach • Values based curriculum • Class and individualised reward systems • Whole school house point reward system • Zones of regulation across the school • PSHE lessons • Mindfulness • Class worry boxes • Whole school, Key Stage and class assemblies. • Visual timetables and supports • Whole class movement breaks (e.g. Take 10) • Lunch time clubs • Eversley Parliament • Forest School • Golden Time in KS1 	<ul style="list-style-type: none"> • Individual Support Plan (ISP) for all children at SEN Support level. • Personal Behaviour Support Plan • Social stories • Social skills groups as appropriate to the needs of individual children • Use of Boxall profile to identify needs • Sunshine Class (nurture group) • Individual movement breaks • Referral to MYME (My Young Mind Enfield) • SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning) surgeries 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Individual risk assessment • Support from Teaching Assistant/Learning Support Assistant • Adapted/reduced timetable • Referral to outside agencies if required e.g., SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning), CAMHS (Child and Adolescent Mental Health Services), Fern House Outreach Service • Sessions with Trainee Child and Adolescent Psychotherapist

Sensory, Physical and Other

Universal Provision through Quality First Teaching	Additional provision (Additional to Quality First Teaching)	High Needs Provision (Highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated questioning • Clear, uncluttered surroundings • Enlarged print 	<ul style="list-style-type: none"> • Individual Support Plan (ISP) for all children at SEN Support level. • Writing slope • Wobble cushion • Pencil grips 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Individual risk assessment • Support from Teaching Assistant/Learning Support Assistant • Adapted timetable

<ul style="list-style-type: none"> • Use of ICT to access lessons and record work in different ways (e.g. laptop) • PE lessons (twice a week) • Adventure trail/playground equipment • Handwriting sessions – PenPals handwriting scheme • Whole class movement breaks (e.g. Take 10) 	<ul style="list-style-type: none"> • Pencils/pens with modified grip • Fidget toys/theraputty • Individual movement breaks 	<ul style="list-style-type: none"> • Referral to outside agencies if required e.g., Occupational Therapy. • Joseph Clark outreach – visual impairment. • Enfield and Haringey Hearing Service – hearing impairment.
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These groups are all subject to change as we aim to support the different needs of children as they are presented at any given time.
 For more information about any of these groups, please contact Mrs Shirley Gonzalez (Inclusion Manager) on 0208 360 5159.