

Towngate Primary Academy Provision Map 2023 - 2024

EYFS	Area of need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to enable pupils to work at age related expectations	Wave 3 Highly personalized interventions
	Cognition and Learning	Read Write Inc -phonics Story time Write Dance – movement for introduction to letter formation. Differentiated curriculum planning, activities, delivery and outcomes. Increased visual aids, modelling etc. Word banks Working Walls Practical resources i.e. Numicon Mastery of number for EYFS (NCETM)	Focus group intervention during whole class quality first teaching – teacher / TA. Focus group intervention during assembly time- Teacher/TA High Frequency Word games / cards	Wakefield Inclusion Support Services– external advisor to support school on delivering programme of learning for specific and severe learning needs.
	Communication and Interaction	Beat Baby Visual Timetable Talking partners rules – whole class activity linked to stories	Talking Partners Music Interaction	Access to SALT programmes SALT (Speech and Language Therapy) External NELI: The Nuffield Early Language Intervention – Elklan Led by member of staff in school.
	Emotional, Behavioural and Social	PSHE scheme – SCARF – (safety, caring, achievement, resilience, friendship) Ready Respectful Safe – school rule Class behaviour system British Values CORE values – compassion, ownership, resilience, excellence. Wellbeing Wednesday Exploring issues with Kwame and Dossie (puppets to explore emotions and feelings) FEET Circle time	Learning Mentor - Circle of Friends, Self-esteem group. Mood Cards – small group input for conflict between peers.	

	Sensory and Physical	Dough Disco – fine and gross motor coordination Write Dance- movement for intro to letter formation. Fine motor activities in continuous provision Gross motor activities in outdoor provision	Fit to Learn	
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KS 1	Area of need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to enable pupils to work at age related expectations	Wave 3 Highly personalized interventions
	Cognition and Learning	Read Write Inc CORE values – compassion, ownership, resilience, excellence. Differentiated curriculum planning, activities, delivery and outcomes. Increased visual aids, modelling etc. Word banks Working Walls Practical resources i.e. Numicon Mastery of number for KS1 (NCETM) Differentiated questioning including open ended questions to challenge and stimulate discussion	Focus group intervention during whole class quality first teaching – teacher / TA. Focus group intervention during assembly time- Teacher/TA Write Dance – movement for intro to letter formation. Used to support pupils as transition into KS 1 from EYFS if need it. TA to lead. Catch up groups: Maths intervention – booster groups led after school by class teacher. Book Worms – booster reading groups led before or after school by class teacher. This would also include priority readers to read each day in the classroom.	Priority readers Read Write Inc intervention – 1:1 input (priority readers) Rainbow Word Intervention – WISENDSS to support with the material. TA to lead Access support from: Educational Psychologist WISENDSS – learning, SEMH, ASD Support from Visual impaired team Support from hearing impaired

		Observation and assessment of what child already knows, understands and can do to inform future planning. Formative Assessment	Phonic Superstars (RWI material) – booster group led after school by class teacher.	
	Communication and Interaction	Class Council Talking Partners Visual Timetable Picture News	Time to Talk Music Interaction.	Speech and Language programmes provided by speech therapist.
	Emotional, Behavioural and Social	PSHE scheme – SCARF – (safety, caring, achievement, resilience, friendship) Ready Respectful Safe – school rule Class behaviour system British Values CORE values – compassion, ownership, resilience, excellence. Wellbeing Wednesday Mindfulness activities – Go Noodle i.e. Enhance Focus – swirling jar activity. Used for after break times to help children transition from breaktime into learning time. Breathing techniques – Pizza blowing to help feel calmer.	Learning Mentor - Circle of Friends, Self-esteem group. Mood Cards – small group input for conflict between peers.	Bespoke intervention to support SEMH needs – NB interventions available in school for staff to use. Behaviour report – home/school link. Individual minutes Individual counselling sessions Bereavement work Signposting / referring to external agencies Children First Hub Mood Cards – for Individuals experiencing difficulty with feelings. SEMH – SENDCO to deliver bespoke workshops 4 sessions exploring my emotions: Understanding my emotions Feeling worried Feeling sad Feeling angry Mood cards – individual input to explore feelings of anger, negativity, low mood etc.

	Sensory and Physical	Dough Disco – All Year 1 Outdoor provision	Dough Disco – Small groups Year 2 if need it. Fit to Learn – led by TA	Occupational Therapy programmes for individual pupils. Sensory diet programmes if needed. Larger print for VI pupils. Radio microphone for HI pupils.
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KS 2	Area of need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to enable pupils to work at age related expectations	Wave 3 Highly personalized interventions
	Cognition and Learning	<p>Whole class reading</p> <p>An exciting and creative curriculum which makes links between different areas of the curriculum.</p> <p>Differentiated curriculum planning,</p> <p>Differentiated questioning including open ended questions to challenge and stimulate discussion</p> <p>Observation and assessment of what child already knows, understands and can do to inform future planning.</p> <p>Formative Assessment</p>	<p>RWI intervention – any child who moves into KS 2 not passing KS 1 Phonics Screening.</p> <p>Small group led by TA.</p> <p>Fresh start – Year 5 children</p>	<p>Priority Readers</p> <p>Toe by Toe – is a highly structured phonics-based reading manual to help anyone who finds reading difficult. 20mins daily 1:1</p> <p>Rainbow Word Intervention – Learning Support Services TA to lead</p> <p>Read Write Inc – Fresh start.</p> <p>Rainbow Word Intervention – WISENDSS to support with the material. TA to lead</p> <p>Access support from: Educational Psychologist WISENDSS – learning, SEMH, ASD Support from Visual impaired team Support from hearing impaired</p>
	Communication and Interaction	<p>Picture News</p> <p>Class Council</p> <p>Talking Partners</p> <p>Visual Timetable</p>	Time to Talk	'I am special' – 1:1 programme to understand autism and how they feel.
	Emotional, Behavioural and Social	<p>Forest Schools</p> <p>PSHE scheme – SCARF – (safety, caring, achievement, resilience, friendship)</p>	<p>Unique Identity – Self-esteem group. Led by Matt Burland Kings Way Church. 10-week block of 1-hour sessions.</p> <p>Girls and boys taught separately for this programme.</p>	<p>Behaviour report – home/school link.</p> <p>Mood Cards Pack 1 – for Individuals experiencing difficulty with feelings.</p>

		<p>Ready Respectful Safe – school rule Class behaviour system British Values CORE values – compassion, ownership, resilience, excellence. Wellbeing Wednesday Mindfulness activities – Go Noodle i.e. Enhance Focus – swirling jar activity. Used for after break times to help children transition from breaktime into learning time. Breathing techniques – Pizza blowing to help feel calmer. Wellbeing Wednesday Mindfulness activities</p> <p>Additional support for Year 6: ‘Luggage for life’ Summer term to support transition to high school. Delivered by community navigators. 6-week block for all children.</p> <p>‘Moving On’ Spring or summer term 2-hour workshop delivered by Matt Burland, (Kings Way Church). Year 6 go to the Kings Way Church to access activities to help them think about their time at Towngate, how the adults and peers have had an impact on their journey there and what are their hopes and</p>	<p>Future in Mind – resources (wellbeing, sleep patterns, anxiety, wellbeing activities)</p>	<p>Mood cards Pack 2 – Understand deep emotions (explore more complex emotions and behaviours)</p> <p>‘Learning for Life’ programme Modules for children with severe learning difficulty and children who are very vulnerable in Year 6 transferring to high school.</p> <p>SEMH – SENDCO to deliver bespoke 1:1 workshop. Each one is a 5-week programme with video to watch and follow and programme of activities for each session. What is mental health? Understanding my emotions Sometimes we feel. anxious. ‘What is anxiety?’ • ‘Dealing with worries’ • ‘Strategies for solving the problem’ • ‘Looking after yourself’ • ‘Friendships and bullying’</p> <p>Sometimes we feel...angry. • ‘What is anger?’ • ‘Looking out for anger’ • ‘Feeling angry’ • ‘Dealing with anger’ • ‘Making choices’ Sometimes we feel...nervous. ‘What is self-esteem?’ • ‘Boosting your self-esteem’ • ‘Controlling unhappy thoughts’ • ‘Unhelpful behaviors’ • ‘Looking after yourself’ Sometimes we feel...sad</p>
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		wishes for high school and the future.		<ul style="list-style-type: none"> • 'What is grief?' • 'Learning to let go' • 'The importance of memories' • 'Out of the blue' • 'Looking to the future' Sometimes we feel...insecure 'What is self-worth?' • 'Being unique' • 'The importance of empathy' • 'Expressing yourself' • 'Self-acceptance' Sometimes we feel...scared. 'What is confidence?' • 'Things that affect your confidence' • 'Building your confidence' • 'Looking after yourself' • 'Facing your fears'
	Sensory and Physical	<p>Flexible teaching arrangements. Medical training available when required. Staff awareness and understanding. Sports coaches Dance teacher – Street dance Upper KS 2 Swimming – Year 6</p>	<p>Fit to Learn – led by TA Additional handwriting practice Access to equipment, i.e. writing slopes, pencil grips.</p>	<p>Occupational Therapy programmes for individual pupils.</p> <p>Larger print for VI pupils. Radio microphone for HI pupils.</p>

Sharon Lockett
SENCO