



Provision Map for St Augustine's Catholic Primary School

WAVE 1	Core Provision Level 1 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Children study a broad balanced curriculum. • Children study English and Maths in the mornings. • Foundation subjects are taught within their classes in afternoons. • PE is taught both inside and outside in a fully accessible playground, field and MUGA. • Children broadly follow the same curriculum. • Mastery approach to teaching • Pre-teaching of vocabulary • Little Wandle phonics programme delivered across Early Years and Key Stage 1. • Tuning Up music is delivered in Year 4 • Structured routines throughout the school • Talk Partners in class • Mixed ability seating plans • Clear instructions with take up time • Good modelling of language by adults • Outdoor learning access in Early Years and Year 1 	<p>Pastoral;</p> <ul style="list-style-type: none"> • Children are assigned to a classroom with a class teacher. • The Class teacher and staff in each year group are present for collective worship and to deal with any arising concerns that children have. • All children follow Zones of Regulation in their PSHE provision. • Each Key stage has assemblies and services regularly. • Class teachers review progress and refer to others if needed. • Friendship benches are on all playgrounds and children are taught how to use them. • All children have weekly PSHE sessions to support their emotional wellbeing and follow the Jigsaw programme which incorporates mindfulness sessions. • All classrooms have visual timetables outlining the school day. • Worry boxes are in each class for children to ask for support. • Attendance is monitored closely. • SEMH is a priority across the school. • Celebration assemblies • Head Teacher Awards. • Year 6 Peer Mediators on the playgrounds during lunchtimes.

<ul style="list-style-type: none"> • Some physical supports e.g. pencil grips, left handed equipment e.g. scissors, easi-grip rulers. • Visual timetables • Working Walls for English and Maths 	
<p>Staffing;</p> <ul style="list-style-type: none"> • Children have access to a class teacher. • The have access to lunchtime supervisors and LSAs at various times in their classroom. • The Headteacher is visible and all children are able to speak to the Headteacher should they need to. • Teachers are available to meet with parents or children after school should the need arise. • The SENDCo is available on Tuesdays, Wednesdays and Thursdays to staff, children and parents. • We have three ELSAs and one Home School Link Worker. 	<p>Environment/Facilities;</p> <ul style="list-style-type: none"> • Children have access to the school site, allocated to their key stage. • Doors are open and all classrooms have playground access. • Children have access to a well-resourced Library. • All stairs have handrails and contrast edging. There is a lift should children require it. • Early Years have access to an enclosed outdoor play area; KS1 children have a playground with markings for games and play activities, plus a wooden pirate ship and outdorr gym. KS2 have a playground, also with games markings and table tennis. • We have a trim trail on the KS1 area of the field and a wooded climbing frame on KS2. • There is a MUGA for games at lunchtime and PE lessons. • Children have access to a prayer garden. • We have a disabled toilet downstairs if needed. • Low sensory displays in all classrooms. • Inclusive Catholic Ethos of school and environment

WAVE 2 (As for Wave 1 plus...)**Enhanced Provision Level 2 Funding**

Curriculum;

- Little Wandle Catch Up groups
- Literacy For All group intervention
- Reading Comprehension groups
- Reading Between the Lines inference programme small group
- Clicker 8 on iPads
- Nessy Reading and Spelling / Writing Beach on iPads
- Coloured overlays for reading
- Phonological awareness programme
- 1st class @ number
- 1st class @ number 2
- Success @ Arithmetic
- Pre-teaching of Vocabulary and Word Aware programme
- WellComm Language intervention
- Small targeted focus groups in class for English or maths
- Fine Motor interventions (Write from the start, Re-Write)
- Writing Slopes
- Move 'n' Sit cushions
- Concentrators for focus
- Increased use of visual supports including timetables, Task Boards, Now Next Boards

Pastoral;

- Children can be referred to our school ELSAs for 1:1 sessions for emotional literacy.
- Social groups delivered weekly for children that require it.
- Children with identified SEND will have a Passport, updated yearly identifying key strengths and needs.
- Time to talk small group
- Lego Therapy 1:3
- Social Stories
- Comic Strip Conversations
- Rainbows groups for change and bereavement are run termly.

<ul style="list-style-type: none"> • Widgit symbol for key words • Pre-teaching of some concepts • Same Day catch up consolidation of some concepts • Learning Plans recording 'different from and additional to'. • SALFORD Reading Assessment • Vernon Spelling Assessment 	
<p>Staffing;</p> <ul style="list-style-type: none"> • The SENDCo and LSA team are utilised to run some provisions to reduce gaps in learning. • Short term academic and social interventions are run by Learning Support Assistants. • Learning Support Assistants are deployed across the school where needed. • Three ELSAs • One Home School Link Worker • Appropriate assessment by the SENDCo 	<p>Environmental/Facilities;</p> <p style="text-align: center;">As for Wave 1 plus:</p> <ul style="list-style-type: none"> • Some group rooms for intervention work

WAVE 3 (As for Waves 1 and 2 plus...)	Individual Personalised Provision Level 3 Funding
<p>Curriculum;</p> <ul style="list-style-type: none"> • Individual Reading • Paired Reading • 5 Minute Box • Toe by Toe • Literacy For All 1:1 • Reading Between the Lines 1:1 • PORIC (language concepts) 1:1 • Power of 2 Maths 1:1 • Plus 1 Maths 1:1 • Number Stacks 1:1 or 1:2 • Precision Teaching • 1:1 or 1:2 handwriting support • Memory practice 1:1 or 1:2 • Dyslexia Screening Test -Junior • Dyslexia Early Screening Test • GL Assessment Dyscalculia Screening • WellCOMM Speech and Language screening • Sandwell Maths Screening • BPVS Processing Screening Tool (Vocabulary) • Ravens Matrices (non-verbal assessment) • 1:1 social interventions including; Social stories, comic strip conversations. • 1:1 Speech and Language programmes 	<p>Pastoral;</p> <ul style="list-style-type: none"> • Focused 1:1 intervention for SEMH needs including Drawing and Talking, Sand Play. • School link CAMHS mental health worker to support staff in implementing Emotional Wellbeing strategies. • Safe Space / cool down areas • Exit cards • Ear / noise defenders • Risk Assessment • Managed transitions between classes, Key stages and schools • Personalised Transition books • Access to outside agencies including Mindworks or Barnardo's • School Link CAMHS mental health worker to support staff in implementing Emotional Wellbeing strategies.

<ul style="list-style-type: none"> • Attention Autism • Personalised Speech and Language, Occupational Therapy and learning programmes as advised by agencies. • Increased adaptation to the curriculum. • Referrals to other agencies where appropriate • Work stations (with or without low screens) 	
<p>Staffing;</p> <ul style="list-style-type: none"> • ELSAs are available 5 days per week and used for varying periods of times. • Referral to outside agencies (Educational Psychology, CAMHS, Specialist Teachers for Inclusive Practice (STIPS), Carwarden, Freemantles). • Regular / increased contact with parents /carers. 	<p>Environmental/Facilities;</p> <p style="text-align: center;">As for Wave 1and 2 plus:</p> <ul style="list-style-type: none"> • Staff have received Positive Touch Training.