

Palfrey Junior School General Provision Map 2024-2025



Area of Need	All pupils, where appropriate	Universal	SEND
<p><i>Cognition and Learning</i></p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Differentiated success criteria and group work within class • A range of materials and apparatus • Use of writing and speaking frames , prompts and work scaffolds • Access to ICT • In class support from TA • Focused work in class through target groups • Division of groups school for Maths and Literacy to make challenge groups and lower school to make support groups • Bug Club Reading • Dyslexia awareness • Abacus and read write inc 	<p>Intervention groups:</p> <ul style="list-style-type: none"> • Abacus Materials • Overcoming Barriers materials • Cracking comprehension, inference training for reading • Ten Minute Test comprehension • Small group interventions before, after school • Short Rapid Fix interventions each afternoon every year group as necessary <p>(Some overlap with Targeted materials)</p>	<p><u>Targeted</u></p> <ul style="list-style-type: none"> • Reading For Meaning • Pre-teaching • Support for Basic Grammar • Beat Dyslexia • Precision teaching • Talking Partners • Small group withdrawal for core subjects. • Coloureds overlays and reading rulers (Some overlap with Specialist) <p>Monster phonics intervention.</p> <p><u>Specialist</u></p> <ul style="list-style-type: none"> • Additional phonics training • Additional individual reading • Memory skills and processing exercises e.g. memory fix intervention • Individual target work • Precision Teaching • Input and advice from Advisory Teacher on issues around cognition and learning • Modified timetables

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<p><i>Communication and Interaction</i></p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Modelled language • Visual aids/timetables • Structured school and class routines • Partner talk • Think-pair-share • Drama and role play • EAL strategies – Progression in Language Structures 	<ul style="list-style-type: none"> • In class support from TA supporting speech and language • Additional use of ICT • Sentence Starters • Socialisation groups with school Mentoring team 	<p><u>Targeted</u></p> <ul style="list-style-type: none"> • In class support from TA supporting speech and language , using modelling and individual rehearsal • Speech and Language support from SALT • SALT programmes delivered in school e.g. semantics, pragmatics, stammering from CADMUS inclusive • Talking Partners <p><u>Specialist</u></p> <ul style="list-style-type: none"> • Input from AT on ASD strategies • Support for alternative forms of communication e.g. Dynovox, • ICT text to speech applications • Individual target work • Circle of Friends • Mentoring
<p><i>Emotional, Behavioural and Social</i></p>	<ul style="list-style-type: none"> • Whole school behaviour policy Good to Be Green • Whole school rules • School rewards and sanctions • PHSE • SMSC, British Values 	<ul style="list-style-type: none"> • Parental liaison system set up for those persistent red cards in the Good to be Green • In class behaviour contracts and record cards 	<p><u>Targeted</u></p> <ul style="list-style-type: none"> • Behaviour audits • Referral and work with CADMUS support services • Behaviour system, report cards • individual mentoring <p><u>Specialist</u></p>



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		<ul style="list-style-type: none"> • School mentoring programme • Support for unstructured times 	<ul style="list-style-type: none"> • Advice, programmes and support from the AT • Referral and work with CAMHS • Referral and work with Bereavement Support Service SWING • Liaison with Health services • Circle of Friends • NAT bashing for anxiety • SEMH mentoring intervention programmes • CADMUS Inclusive have councillors that can be accessed for individual cases requiring intervention.
<i>Sensory and Physical</i>	<ul style="list-style-type: none"> • Staff awareness possible need for vision and hearing checks or developing physical difficulties • Staff awareness of implications of physical impairment • Flexible seating arrangements or modification of school routines 	<ul style="list-style-type: none"> • Modified equipment, pencils/pens grips, rulers, scissors • Writing slopes and non-slip mats • Foot rests • Modified materials • Motor skills groups from the school's mentoring service • Monitoring visits from Occupational and Physio Therapy • Monitoring Visits 	<p><u>Specialist</u></p> <ul style="list-style-type: none"> • Specialist Equipment – CCTV, prodigy, Magnifiers, Binoculars, ICT programmes with on-screen magnifiers, large print books, dark line pens and books • Specialist Equipment, Hearing Aids, Radio aids, BAHA bone conductors • Specialist Equipment for mobility, wheel chairs, Jenx chairs, Kaye Walkers, splints, shoe lifts, hoists, changing and toileting facilities • Modified computer keyboards • Advise, input and programmes from Visual Impairment Service

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		from the Visual and Hearing Impairment Services	<ul style="list-style-type: none">• Advise, input and programmes from Hearing Impairment Service and visual impairment team• Programmes and training from Occupational and Physio Therapy• Circle of Friends
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