

Provision Mapping by Year Group for **SEND Support Stage**

School: Langmoor Primary School

Date: Autumn 2019

| YEAR GROUP | Area of Need | PROVISION / RESOURCE | INDIVIDUAL / GROUP | COST IN TIME (PER WEEK) | TERM / NO OF WEEKS TO RUN |
|------------|--------------------|---|--|---|--|
| Year 1 | SLCN | SALT | 1:1 1:1 | 1.5 hrs per half term per pupil | T1- 1 visit |
| | PD | Meaningful Movement | to join with group of up to 12 pupils | 3x 20 mins per week | T1- 14 weeks or as appropriate |
| | SPLD | Individual reading support | individual reading support | 1 x 15 mins additional | T1- 14 weeks |
| | SPLD | Direct Phonics | 1 pupil , (6 in group) joining 5 pupils with targeted support | 3 x 20 mins per week | T1- 14 weeks |
| | SPLD | In class support focused on groups with SEND pupils | 1 group with 1 SEND pupils with 5 pupils receiving targeted support in LAP Group | At least 7 x 20 mins guided activities in class TA or Class Teacher | Continuous, as appropriate |
| | SPLD | Number Partners- Grab and Go | 1 pupil to join other pupils as identified in lessons | 1 x 30 mins per week | Continuous, as appropriate |
| | ASD (SLCN) (SEMHD) | Social Skills group activities | (4 in each group to include non SEND pupils as a good role models) | 1 x 30 mins TA | T1 -6 weeks |
| Year 2 | PD | Meaningful Movement | to join with group of up to 12 pupils | 3x 20 mins per week | T1-14 weeks or as appropriate |
| | SPLD | Phase 3 Phonics catch up | 3 pupils (8 in group) joining 5 pupils with targeted support | 3 x 20 mins per week | T1- 14 weeks |
| | SLCN | SALT | | 1.5 hrs per half term per pupil | T1-1 visit |
| | SPLD | Individual reading support | individual reading support | 1 x 15 mins additional | T1- 14 weeks |
| | SPLD | Rapid Reading | to join 5 pupils at targeted support | 1 x 30 mins per week | T1-14 |
| | SPLD | In class support focused on groups with SEND pupils | 1 group with 3 SEND pupils with 3 pupils receiving targeted support in LAP Group | At least 7 x 20 mins guided activities in class TA or Class Teacher | Continuous, as appropriate |
| | SEMHD | Nurture/Mentor support ELSA support | | 1:1 weekly session | Cont as appropriate when availability. |
| | SPLD | Number Partners- Grab and Go | 3 pupils to join other pupils as | 1 x 30 mins per week | Continuous, as |

| | | | | | |
|--------|---|---|---|---|---|
| | | | identified in lessons | | appropriate |
| | ASD (SLCN) (SEMHD) | Social Skills group activities | in different groups (4 in each group to include non SEND pupils as a good role models) | 2 groups x 30 mins LSA (1 ASD pupil per group) | T1 6 weeks Groups 1 and 2. 6 weeks group 3 |
| Year 3 | N/A No pupils on SEND record this term | | | | |
| Year 4 | N/A No pupils on SEND record this term | | | | |
| Year 5 | SPLD | Individual reading support | 3 pupils individual reading support | 2 x 15 mins each additional | T1- 14 weeks |
| | ASD | ALST- Construction Therapy training | 4 pupils to benefit from programme | 4 x 1hr | T1- 4 visits for intro and LSA training.. |
| | ASD | ALST- Construction Therapy | 4 pupils | Used as part of continuous provision-sensory breaks | Continuous as appropriate |
| | SEMHD | Nurture/Mentor support | | Assigned 25hrs TUF LSA support as and when necessary. | Continuous as appropriate |
| | ASD (SLCN) (SEMHD) | Social Skills group activities | (4 in each group) in different groups, Group structure will vary to include good role models. | 2 groups x 30 mins LSA (1 ASD pupil per group) | T1 6 weeks Groups 1 and 2. 6 weeks Group 3 and 4 |
| | ASD | Y5 pupil with EHCP to : Provide 1:1 support. Liaise with ALST and implement strategies and programmes as advised. Develop learning and social communication and interaction skills. 1:1 in class/withdrawn support to access all curriculum activities and interventions | individual | 32.5 hrs LSA | Continous as appropriate. |
| | ASD | Y5 pupil with EHCP to : Provide 1:1 support. Liaise with ALST and implement strategies and programmes as advised. Develop learning and social communication and interaction skills. 1:1 in class/withdrawn support to access all curriculum activities and interventions | individual | 32.5hrs LSA | Continous as appropriate. |
| | SEMHD | Y5 pupil with TUF to : Provide 1:1 support. Liaise with LEPS, paediatrician, CAMHS and Oakfield to implement strategies and programmes as | individual | 25hrs LSA | To Sept 2019-school continuing to provide support until |

| | | | | | |
|---------------|---|--|--|--|-------------------------------------|
| | | advised- Behaviour modification/ self-regulation strategies. 1:1 in class/withdrawn support to access all curriculum activities. | | | referral for EHCP can be processed. |
| Year 6 | N/A No pupils on SEND record this term | | | | |