



Frimley Church of England Junior School

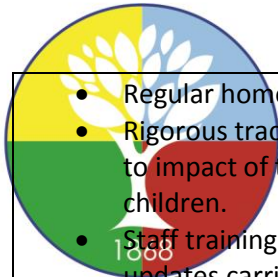
This Provision Map outlines the range of support as needed by the pupils in our school and is subject to budgetary constraints. This Provision Map is correct as from September 2016 and may be subject to change. It will be reviewed annually.

Whole School Provision Map

All <i>Universal provision</i>	Some <i>Additional provision</i>	Few <i>Personalised provision</i>
<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Broad and balanced curriculum – providing access and challenge for all • Different teaching strategies used to engage all learners • Learning to suit all needs – challenge for all • No setting in place to ensure no ceiling on learning • Fluid groupings in English & Maths • Investigative, open ended, Mastery approach in Maths • Use of real life experiences • First hand learning opportunities • Regular observations and evaluation of effectiveness of teaching • Children improving and editing own and others work: peer learning • Effective ‘read and respond’ marking, including next steps 	<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Booster groups – smaller group teaching in English and Maths in some year groups • Increased visual aids / prompts / checklists / taskboards • Individual reading more often as a ‘High Priority Reader’ • Individual reading programme – Boosting Reading Potential • Phonics programme • Precision teaching of high frequency words, curriculum vocabulary, times tables, number bonds • Directed Learning support assistant support in classes to enhance and promote learning • Specialised training for some adults to provide support in designated areas • Intervention groups (both Same Day Interventions and pre-arranged and 	<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Directed Learning support assistant support on 1:1 basis to access the curriculum • Advice from local Outreach teams • Interventions from outside agencies – referrals to EP/LLS/OT/SALT • Specialised training for some adults to deliver specific interventions eg intensive phonics or reading programme • Withdrawal from class for extra support • Additional equipment to enable learning • Regular meetings with parents • Tailored Early Morning Work on spelling and/or handwriting



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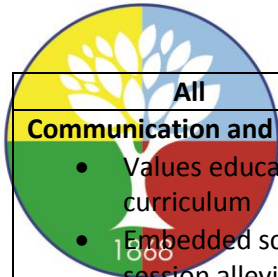


- Regular home-learning
- Rigorous tracking and analysis of data, relating to impact of teaching and needs of individual children.
- Staff training at all levels – regular audits and updates carried out
- Guided reading sessions via Book Detectives
- Reading for Pleasure sessions
- Effective use of ICT to enhance lessons for the needs of all learners
- Classrooms are well organised, resources are clearly labelled; increasing children's independence
- Specialist teaching in Computing, French and Swimming
- Feedback to parents at least termly – via either Parent Consultation meetings or end of year report
- Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes

timetabled), according to needs – regularly monitored for effectiveness



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All	Some	Few
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Values education embedded across the curriculum • Embedded school routine – longer afternoon session alleviating timetable restrictions • Visual timetables in use in all classrooms • Positive attitudes encouraged • Raising of self- esteem through positive behaviour strategies • Morning club provides extra social opportunity (at low cost) • Lunchtime club available for those who prefer some quieter time away from the playground • A wide range of after school clubs, focussing on sport, the arts, creative skill. • Christian values and spiritual development • School Council allows pupil voice – children are at the heart of decision making • Transition programmes from Key stage 1 and to Key stage 3 • Internal transition carefully considered for Years 3-6 eg staffing, class mix etc • Buddy system for new year 3 pupils • Residential trips in Year 4 and 6 • Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Emotional Literacy support • Social skills group • Listening skills group eg Lego Therapy • Use of personalised visual timetable / prompts / checklists / taskboards • Use of social stories 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Liaison with Doctors surgery and other specialist paediatricians • Regular Speech & Language therapy • Regular interventions and liaison with Outreach services • Early Help Assessment • Specialist ICT support

