

Selwyn Deaf Provision Mapping: 2017/18



**Leading
Learning Trust**



Selwyn
PRIMARY SCHOOL

PARTNERSHIP FOR SUCCESS



Selwyn School Deaf Provision Mapping 2017-2018

	EYFS	KS1	KS2
Wave 1 (All pupils where appropriate)	<p>QUALITY FIRST TEACHING</p> <p><u>Cognition and Learning</u> Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids Modified questioning and additional waiting time Termly Learner Conference with class teacher and TOD Annual Review Meeting</p> <p><u>Communication and Interaction</u> Annual standardised language assessment and report Biannual listening and spoken language goals Specialist support in mainstream by a Communication Support Worker Differentiated curriculum delivery Differentiated outcomes Use of symbols Increased visual aids Weekly speech and language therapy session Use of AV strategies to facilitate listening and spoken language Visual Timetable Communication Board to promote teacher awareness of needs Availability of specialist resources (Speech and Language Room)</p> <p><u>Behavioural, Social and Emotional</u> Whole school and class reward system Whole school/class rules Behaviour Policy Reflection Time</p> <p><u>Sensory and Physical</u> Audiological equipment Seating children in line with the teacher at the front of the class Radio Aids Daily Listening Checks Access to the Sensory Room Flexible teaching arrangements Withdrawal spaces that meet Building Bulletin 93 requirements Soundfield System in classrooms Access to local services e.g. audiology clinic/cochlear implant team Annual Deaf Awareness Week Individual Profile of Need and Support Plan Personal Education Plan Bespoke parent training OT groups/support</p>		

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	EYFS	KS1	KS2
Wave 2 (Interventions for Catch-Up)	Differentiated planning 1:1 Intervention with TOD to focus on listening and spoken language development Differentiated Homework planned by TOD Use of communication resources e.g. Colourful Semantics, Communication Book, PECS, Experience Books	Differentiated planning Small group daily withdrawal with TOD/SLT for literacy, phonics, guided reading and numeracy Differentiated Homework planned by TOD/SLT Use of communication resources e.g. Colourful Semantics, Communication Book, PECS	Differentiated planning Small group daily withdrawal with TOD/SLT for literacy Differentiated Homework planned by TOD/SLT Use of communication resources e.g. Colourful Semantics, Communication Book, PECS
Wave 3 (SEN strategies)	<p>Additional 1:1 TOD/SEN teacher/SLT intervention/support OT assessment and programme Educational Psychology support LCIS Behaviour Support Plan Behaviour Support Service Service support from Deaf CAMHS Individual Support Plan Personal Education Plan (Child in Care) Headstart Emotional Literacy</p>		