

Provision Map for our Vulnerable Children (Catch-Up Plan 2020-21)

We have identified the following children as 'vulnerable':

(PP: Pupil Premium SEN: Special Educational Needs EHCP: Educational Health Care Plan CLA: Child Looked After CIN: Child In Need
SG: Significant gaps in learning SE: Social and Emotional Needs)

(The names of the children have been removed from this version of the plan for GDPR reasons and will only be shared with relevant staff)

We are supporting children's **social and emotional wellbeing** by:

- Zones of Regulation – whole-class check-in and toolkit available
- Zones of Regulation toolkit handout on their desk at all times
- Access to The Zone 1:1 sessions with our Pastoral Teacher
- Soft Start (SODA) available each day to ensure they start their first lesson in the 'Green Zone'
- Herts Steps therapeutic approach to behaviour used to identify reasons for behaviour instead of using blanket consequences
- A range of social and emotional interventions available which are needs driven, e.g. anxiety gremlin, protective behaviours, hidden chimp, understanding the 3 parts of the brain
- Lunchtime access to The Zone and/or Safe Spaces identified outside
- Safe Spaces available in classrooms and outside for PE Lessons
- 1:1 Counselling in The Zone

We are supporting children's **home learning** by:

- Providing PP children in years 3–6 with a new laptop (if needed) funded by the government scheme in order to access learning from home
- Differentiated challenges for Reading, Writing and Maths available
- Engaging texts at academic-appropriate level for each child
- CPG text books and exercise books in addition to home learning
- Using online platforms such as MyMaths, SPaG.com and Rising Stars which are familiar and accessible to the children and provide instant feedback to Teachers
- Work will be submitted via email every Friday for Class Teachers to assess and provide formative feedback
- 'Vulnerable' children's work assessed separately from the rest of class for teachers to identify gaps in their learning
- Future lessons and activities based on 'vulnerable' children's gaps in learning
- Class email accounts set up and there will be regular contact between Class Teacher and 'vulnerable children'

We are supporting children's **progress through interventions** by:

- Providing interventions with the children's Class TA
- Where possible, interventions are 1:1 with personalised targets that are assessed and reviewed every half-term
- Adapting the current SEN Parents' Morning to an after-school consultation with SEN children's Class Teacher face to face
- Investing in interventions recommended to us through SpLD Base that plug the gaps in learning of our 'vulnerable children'
- Investing in additional TA hours to facilitate additional interventions

We are supporting children's **progress in class** by:

- Planning units and activities based on the children's individual needs and interests
- Using formative assessment to plan future lessons and activities based on 'vulnerable' children's gaps
- Full-time Teaching Assistants who can provide support during whole-class teaching in addition to planned intervention work
- Using our effective feedback marking approach to support their ability to improve work
- Seating the children in mixed abilities to enhance peer support