



# Brentwood School

## **Provision Mapping**

At Brentwood, the Provision Mapping platform we use is called 'Edukey'. It allows us to create individualised support plans for students on our Learning Support/SEND register.

This mapping system allows us to provide detailed strategies for student needs and arrange appropriate practical support in the classroom.

It includes a detailed outline of the pupil's need, practical strategies, areas of strength and weakness, any concerns and pupil voice. These provision maps are then updated regularly through a review process.

Parental contribution is welcomed and there is a box (as you will see below) for any other notes from home that may help our staff better support your child.

Please see the next page for an example of a development plan

# Learning Development Plan for Example Student - 1

## Stage: SEN Support

Date of birth: 28/11/2008      Gender: Male    Year group: 4      Tutor group:  
Start date: 9/11/2018    Review date: 7/2/2019      : Ms Rose Coates

**Areas of concern:** Dyslexia  
25%

Specific learning difficulties • Mild Dyslexia. May show some discrepancy between her verbal and written output. She can become anxious and fretful about any weaker areas in her performance. She may make small phonic errors in her writing and finds it difficult to formulate ideas and express them on paper. She writes relatively slowly and presenting her written work may make her anxious and insecure. Category of need: Cognition and Learning

**Areas of strength:** Art, Dance and synchronised swimming

FSM: no    Medical: no    In care: no    PP: no    Armed forces: no    Yr 7 catch up: no

Reading age: 12    English Grade: c    Maths Grade: b    Reading Accuracy (standard score): 82    Reading Comprehension (standard score): 83    Spelling (standard score): 76    Processing (standard score): 56    Maths Computation (standard score): 78

## Summary:

Dyslexia

25% in all internal and external examinations

Specific learning difficulties • Mild Dyslexia. May show some discrepancy between her verbal and written output. She can become anxious and fretful about any weaker areas in her performance. She may make small phonic errors in her writing and finds it difficult to formulate ideas and express them on paper. She writes relatively slowly and presenting her written work may make her anxious and insecure. Category of need: Cognition and Learning



Area of concern	Target	Desired Outcome	Strategies	Key Staff
Preparing written work	Improved written organisation (spelling, grammar, punctuation and handwriting).		As Pupil struggles with the multi-tasking aspect of writing (grammar, spelling, punctuation and handwriting, etc) it may be helpful to be given specific work-related targets so that she knows exactly how to become more confident. Use positive reinforcement.	

Area of concern	Target	Desired Outcome	Strategies	Key Staff
Confidence with schoolwork, particularly writing	Marked improvement in confidence in class participation and presenting her work.		Give Pupil realistic targets and expectations for writing. Mark her work sensitively and focus on praise. Encourage her to contribute to class discussion and in group work and recognise her verbal knowledge may not be convincingly reflected in her written work. Pupil should be given access to photocopies worksheets and handouts where possible. If required to copy down particular information, such as homework details, she should be given sufficient time to do so.	

Parent/ Guardian contribution	At home, Pupil often benefits from keeping a whiteboard with a timetable for when to complete homework as well as To Do lists on post-its around the house. They often need to be reminded to focus and repeated instruction really helps.			Parent/ Guardian signature _____
Pupil contribution	1)What is your favourite type of lesson - eg group work, independent work etc and why? I like working in pairs so you can discuss what you are doing. 2)What is your least favourite type of lesson - eg group work, independent work etc and why? I don't like working in groups as nobody listens to each other. 3)What could your teachers do to support you in your learning within the classroom? More visual learning and instructions written down and homework written up on the board. 4)If you could tell your teachers one thing about yourself that they might not know what would that be? I can get very anxious at home about school and i find it difficult to put information into my long term memory. 5)What is your greatest area of strength? Eg art, football, hockey, chess, poetry etc. Art, dance and synchronised swimming.			Pupil signature _____