

Whole School Provision Map

	All	Some	Few
Cognition and Learning	- Differentiation by level, outcome, pitch, pace, grouping, activities - Opportunities to practise/ reinforce skills - Visual aids - Modelling - Possible use of visual timetables - Illustrated dictionaries - Writing frames - Guided group reading – 1 hour/ week - Individual reading - High frequency spelling word walls - Personal targets for key learning activities - Use of formative assessment processes	- Small focused group work within class room – teacher/LSA - Flexible in class support from TAs - Lexia reading intervention - Project X - Dancing Bears - Letters and sounds consolidation - Paired reading - Additional 1:1 reading - SOS/PRS - Working memory strategies - Catch up Maths sessions - Workshops – small group - Five minute box/ Number box	- Assessment for SPLD (DST) - EP assessment 1:1 TA support - Toe by toe daily - Wave 3 numeracy support in class/ small group/ 1:1 - Termly review - Additional planning and arrangement for transition - Phab test 1:1 PP/ LAC tuition - Pre Teaching - Catch up afternoon sessions – TA - Beating Dyslexia sessions
Communication and interaction	- Differentiation by level, outcome, pitch, pace, grouping, activities - Differentiation of curriculum delivery e.g. Simplified language - Reiteration by TA - Key words - Visual aids - Structured school and class routines - Visual time table when needed - PSHE rehearsing desired behaviours/ responses.	- In class group support with focus on supporting speech, language and communication skills - Playground monitoring - Advice to teachers - Pragmatic Skills games - Sequencing games - Visual/ auditory memory skills - Language Links	- Advice from SALT 1:1 S&L support programmes given by outside specialists e.g. AVAL - Additional planning and arrangement for transition - Individual reminders of routines and changes with/ without visual timetable - Adapted computer support 1:1 support at playtime to promote good social interaction
Social, emotional and mental health needs	- Whole school behaviour policy - Whole school / class rules - Whole school reward system - Friendship certificates - Trusting/ strong relationships with school - Loss of playtime/ privilege when behaviour boundaries are ignored or thoughtless choices are made. - Circle time / PSHE teaching sessions - Clear boundaries - Staff development days - Using marking and teacher response to boost self-esteem/ self-belief wherever possible - Parents evenings and courses to support partnership - Golden Time - Wake and Shake	- In class support for meeting behaviour goals - Close monitoring of behaviour ABCC observations - Social skills training - lunchtime - SALT - Small group work with PSHE - Informal playtime / classroom observations - ELSA - Friends programme – whole class - Earn back consequences reward system (Golden Time) to reinforce boundaries for behaviour at play/ privilege time - Visual reinforcement of timetable/ changes/ rules etc - Attribution and motivation group - Checklist for behaviour	- Individual timetable response/ monitoring form for focusing behaviour choices/ individual reward system agreed with parents where possible. - Anger management course - Lunch club - social skills (invite only) - Behaviour plan agreed with child - Advice from EP /Clifford Centre - Joint targeted approach agreed with parents with outside specialist support / guidance - More detailed home- school recorded communication - Focused detailed recorded observation - Nurture group - Referral to CAMHS/ school nurse/ counselling services - Young carers - Cultural education group - Differentiated play group - Therapeutic Writing
Sensory and Physical	- Flexible teaching arrangement - seating/ access - Staff awareness of physical impairment - Handwriting teaching - Pencil grips - Clapping games - Integration of exercises with games/ P.E.	- Specific games / brain gym - Small group additional fine motor skills practice - Additional hand writing practise - Access to additional equipment - handwriting slopes - Speciality lighting - Laptops/ I pads for writing - Medical support and advice - Multi skills club - Language Links	- Involvement from OT/ physiotherapist - OT programmes - Advice from vision/ hearing services - Individual support and monitoring in class/ PE / playtime - Additional planning and arrangement for transition - Additional computer support - for statemented children (Clickr) - Markings around school.

