

## Whole school provision map- Spring 24



Area of Need	All pupils, where appropriate (QFT)	Catch Up support classroom based	SEN support	High need/EHC plan
<p><b>Cognition and Learning</b></p>	<p>High expectations of children and appropriate challenge for all                      Clear feedback and next steps in their learning – children involved in the process and given time to respond                      Behaviour for Learning at the heart of lessons/school ethos                      Learning walls to support key learning points                      Time to talk things through with a Talk Partner before feeding back to class                      Differentiated curriculum planning, activities, delivery and outcome.                      Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals                      Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc                      Increased visual aids/modelling etc.                      Visual timetables.                      Use of writing frames.                      Illustrated dictionaries.                      Access to a laptop.                      In class support from a TA/ teacher.                      Focused group work with teacher/ TA eg guided reading/writing.                      Individual reading with a TA                      Letters and Sounds.                      Coloured overlay                      Printed L.O                      Modified worksheets e.g. large print</p>	<p>Booster Maths Groups                      Booster Literacy Groups                      In class support from TA                      Individual reading with TA (increased times)                      `Catch Up` reading programme.                      High frequency word games.                      Sight words                      Precision teaching                      Multi-sensory spelling practice groups                      Memory games</p>	<p>Intense focused literacy support groups 1x weekly.                      Additional phonics support                      Dyslexia Gold                      Beat dyslexia                      PAT                      Additional individual reading.                      Support from SEN HLTA                      Paired reading                      Peer tutoring                      Access to and support from SENCO and external agencies                      Toe by toe                      Power of one/ Plus Two                      Word wasp                      Breaking barriers intervention                      Sound linkage                      Memory magic                      First words                      Refer to dyslexia outreach                      Phonological awareness                      Alphabet Arc                      My Special Alphabet book</p>	<p>1:1 TA                      S2S support                      Alternative provisions put in place                      SRB placement                      Personalised curriculum</p>
<p><b>Communication and Interaction</b></p>	<p>Differentiated curriculum planning, activities, delivery and outcome, eg simplified language.</p>	<p>In class support from TA with some focus on supporting speech and language.</p>	<p>SENCO involvement                      Speech and language support                      1:1 support from HLTA 2-3 times a</p>	<p>Support from speech and language.                      Referral to LIFT/ ATT</p>

	<p>Increased visual aids/modelling etc.  Visual timetables.  Use of symbols.  Structured school and class routines.  Carpet space</p>	<p>Work station  Listening games and activities  Ear defenders  Social stories</p>	<p>week  Colourful semantics  Shape coding  Personalised visual timetables/  now/then board  Symbols/ picture cards to support communication  Sensory circuits  Lego therapy  Access to support from ASD team for social, interaction and communication difficulties.  Social skills group  Vocabulary group  Talk boost  Assessments and advice from speech and language HLTA</p>	<p>Sensory assessment- Open arms  Speech and language intensive programme daily.  Speech and Language support, eg speech therapist and/or TA  1:1 support in classroom to support communication  Makaton/ PECS  PECS book/ communication aid  ICT – Writing with Symbols (widget)</p>
<p><b>Social, Emotional and Mental Health</b></p>	<p>Whole school behaviour policy  Whole school/class rules  Class reward and consequence systems  Circle time  RSE curriculum activities and resources  Access to a key adult at all times  Feelings cards  Online safety curriculum  Achievement/ celebration assembly</p>	<p>Small group circle time  Group reward system  Support for unstructured activities  Mindfulness work/ calming strategies  Nurture twice a week  Drawing and Talking intervention  Daily/ weekly check ins from PSA</p>	<p>SENCO involvement  ELSA/ Nurture 3/4 times a week  Individual reward system  Peer mentoring  Individually tailored timetables  Boxall profile completed  Sensory circuits  Strength and difficulties questionnaire completed  Nelsons journey  School nurse referral  Letter to GP to support referral to a paediatrician  Access to support from SEMH team for social and emotional difficulties  Support from EP.  Referral to MHST  Social skills group  Forest Schools  Zones of regulation intervention  DESTY</p>	<p>S2S support  Referral to SRB for outreach/placement  Support from county inclusion team  FCAMHS referral  Personalised curriculum/ 1:1 support</p>

<p><b>Physical needs</b></p>	<p>Flexible teaching arrangements inc seating arrangements  Staff aware of impairment.  Medical support.  Brain gym exercises.  Uses of pencil grips.  Modified worksheets.  Adapted resources e.g. cutlery, PE equipment</p>	<p>Additional keyboard skills.  2x15mins  Additional handwriting practice.2x15mins  Access to equipment, eg sloping boards, pencil grips.  Support with personal care and independence</p>	<p>Motor skills programme for small group or individuals with SEN HLTA  3x20 mins a week  Occupational Therapy support  Gross motor support from PS  'Write from the start' programme.  Keyboard skills group  Support from VSSS  Use of hearing loop  School nurse referral</p>	<p>Individual support in class and PE.  Physiotherapy programme.  Access to ICT (ATT)  S2S support  Occupational therapist programme.  Speech therapist programme.  Support from SALT-implementation of eating/drinking advice</p>
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