



## Whole School Provision Map 2024-2025

Our provision mapping takes into account the full scope of provision, including high quality whole class teaching, guided and group work and individual interventions. This enables us to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting. If your child has a specific need in any of the four areas detailed below, they may receive the following interventions in order to support their learning. This list is not definitive and other alternatives may be sought according to individual needs.

### Quality First Teaching - High quality teaching and differentiation within class

The majority of children achieve well through high quality classroom teaching. Quality First Teaching provides high quality work as part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their skills.

#### Cognition and Learning

- Differentiated curriculum planning, activities, delivery and outcome
- Increased use of visual aids and modelling of expected outcomes
- Independent learning promoted
- Learning walls
- Developing feedback through reflection.
- Visual timetables
- Use of writing frames
- **Talk for Writing**
- Access to appropriate ICT equipment
- Targeted adult in class to support on some occasions
- In class support and guidance
- Regular monitoring of lessons and planning by SLT

#### Speech, Language and Communication

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids and modelling
- Visual timetables
- Use of symbols when required
- Structured school and class routines
- Additional time for some tasks
- Positive strategies to promote listening
- Paired work
- Talking partners
- Promotion of independent learning skills

#### Social, Emotional & Mental Health

- SEND Lead promotion of positive behaviour consistently applied
- Whole school/class rules and circle time to discuss these
- Class reward systems
- Whole school reward systems
- ELSA support
- ~~EKLAN support~~
- Social skills sessions
- **Zones of Regulation**
- **Mindfulness**
- **The Golden Mile**

#### Physical and Sensory

- Flexible teaching arrangements and classroom organisation
- Staff aware of implications of physical impairment
- Writing slopes/ non slip mats
- Pencil grips
- Furniture that is appropriate for the child
- Access to appropriate ICT equipment
- **Movement breaks**

### Targeted/Enhanced Provision - Targeted catch up support for individuals or small groups

Some children require additional support in order to achieve well. This can often be provided through small group, time limited intervention programmes delivered by a member of the school's classroom based support team that will advance children's progress and help them achieve in line with their peers.

<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• High quality whole class teaching across the school with small group work support and some interventions</li> <li>• Literacy Support</li> <li>• Rapid Write</li> <li>• <del>Project Code X</del></li> <li>• High frequency word games</li> <li>• Small group phonics interventions</li> <li>• Additional reading intervention such as <b>Little Wandle</b></li> <li>• Maths intervention, Power of 2, Rising Stars, <b>White Rose</b> and 5-minute box</li> <li>• 1:1 tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech, Language and Communication</b></li> <li>• In class support with a focus on supporting speech and language</li> <li>• Communication &amp; Interaction TA for Small group interventions</li> <li>• 1:1 EAL support where required</li> <li>• Differentiated delivery within class e.g. simplified language, slower lesson pace Increased visual aids and modelling</li> <li>• Use of phonic aids</li> </ul>
<p><b>Social, Emotional &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>• SEND – small group social skills support</li> <li>• Communication &amp; Interaction TA – social skills</li> <li>• Lego based Therapy</li> <li>• Playtime monitoring</li> <li>• Small group social skills</li> <li>• ELSA support or <b>a member of staff from the Nurture Squad</b></li> <li>• <del>EKAN support</del></li> <li>• <b>1:1 or small group support on Zones of Regulation and Mindfulness</b></li> </ul>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Additional handwriting practice – small groups</li> <li>• Fine and gross motor skills support groups (Write from the Start, Funky Fingers)</li> <li>• <b>Handwriting support</b></li> <li>• <b>Touch Typing</b></li> <li>• <b>Concentration aids</b></li> <li>• <b>Movement breaks</b></li> <li>• <b>Occupational Therapists Resource Pack</b></li> </ul>

### Personalised/Specialised Provision - specialised support for children with SEN

This is for those children who require the personalised approach of a programme that is tailored to their specific, often severe, difficulties.

<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Intense literacy support</li> <li>• Additional individual reading</li> <li>• Boosting reading initiative</li> <li>• Personalised visual timetable</li> <li>• Input from specialist learning and language support services</li> <li>• Access to laptop</li> <li>• <b>Individual or small group learning plan</b></li> <li>•</li> </ul>	<p><b>Speech, Language and Communication</b></p> <ul style="list-style-type: none"> <li>• Speech and language support</li> <li>• Input from outreach teams</li> <li>• 1:1 speech language</li> <li>• <b>Sensory Circuits/diet</b></li> <li>• <del>Think Good, Feel Good</del></li> <li>• Zones of Regulation</li> </ul>
<p><b>Social, Emotional &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>• Learning mentor 1:1 support</li> <li>• De-escalation plans</li> <li>• Individual counselling</li> <li>• 1:1 close surveillance at playtimes</li> <li>• <b>Alternative arrangements for lunch including Lunchtime club, quiet spaces to eat,</b></li> <li>• Risk assessments for individual children Individual reward system</li> <li>• Home – school record</li> <li>• Input from behaviour support service</li> <li>• Social stories</li> </ul>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Individual support in class during Physical Education and lunch time</li> <li>• Occupational Therapy programme, as prescribed by professional</li> <li>• Referral to occupational therapy support services</li> <li>• <del>Referral to physiotherapy service</del></li> <li>• <b>Sensory Circuits</b></li> <li>• Modifications to site</li> <li>• Personal Emergency Evacuation Plan</li> </ul>

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| <ul style="list-style-type: none"><li>• ELSA support</li><li>• Play therapist/ Art therapy</li><li>• Mental health practitioner (referral to outside agency)</li></ul> |  |
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