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| **Whole School Provision Map** |
| **Area of Need** | Wave 1 – Quality First Teaching | Wave 2 - Both | Wave 3 1:1 intervention |
| Provision | Provision | Provision |
| **Cognition and learning** | * Differentiated curriculum
* Differentiated delivery
* Differentiated outcome
* Increased visual aids
* Visual timetables
* Use of writing frames
* Vocabulary to support lessons with picture cues.
 | * Handwriting’ Keep up , catch up ‘
* Small group reading ‘Keep up , catch up’
* Group support in maths
* Phonic catch-up 1-1 and small groups.
* Precision phonics
* Precision maths
* Small group – supported by LSP/A/HLTA
 | * Speech and Language intervention
* 1:1 phonic mentoring,
* 1:1 withdrawal precision teaching for literacy basics skills
* 1:1 withdrawal precision teaching for maths.
* Groups for maths addressing key area from baselines each half term.
* Groups for reading addressing key area from baselines each half term.
* Supporting children with gaps in their mathematical understanding
* 1:1 reading phonics
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| **Communication and interaction** | * Flexible teaching arrangements
* Structured school and class resources
* Differentiated curriculum delivery
* Differentiated outputs
* Increased visual aids
* Use of symbols and pictures
* EAL resources used within class
* Vocabulary to support lessons with picture cues.
 | * Early language intervention group
* Speech and language therapy programme delivery within class.
* Target Communication with symbols and pictures for EAL and low achievers.
* Nuffield Early Language Intervention tuition (NELI) in small groups
 | * Speech and language intervention
* 1:1 withdrawal for literacy or numeracy work
* Speech and language therapy programme delivery-1:1
* Turnabout programme
* 1:1 language programme – EAL
* Emotion cards
* Communication in print software
* Sandwell language and communication intervention Reception.
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| **Area of Need** | * Wave 1 - provision
 | * Wave 2 - provision
 | * Wave 3 1:1 intervention
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| **Social, emotional & mental health** | * Whole school and class rewards system
* Whole school and class rules
* Whole school policy for behaviour
* Circle time
* PSED
* Behaviour boards
* Healthy Mind, Happy Me curriculum
 | * Behaviour charts
* Playground buddies
* Social stories
* Small group nurture with learning mentor
 | * Time to Talk – break times with staff mental health support.
* Individual behaviour target tracking sheets completed daily
* Nurture Groups
* Lego Therapy
* Lunch time – games to learn to take turns.
* Chill out zone rethink sheets
* Behaviour trackers
* ABCC charts
* 1:1 nurture with learning mentor
* 1:1 counselling with school therapist (Murray Hall)
* 1 x 30 mins week with behaviour support from inclusion support.
* 5-point scale feelings
* Emotion cards
* 5-point scale emotional coaching.
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| **Sensory and physical** | * Teacher awareness of sensory and physical needs
* Availability of resources
* Write dance
* Differentiated resources
 | * Brain Gym
* Dough gym
* Dough disco
* Scissors
* Triangular pencils/ white board pens
* Pencil grips
* Specialist equipment
* Desk booster
* Write dance
 | * One to one support following OT programme those that have agency support.
* One to one support following Physiotherapy programme
* Large print
* Write from the Start-handwriting programme all classes.
* Adaptation of resources
* Resources for sensory accessible for staff.
* Sensory equipment and resources accessible to support children.
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