**Whole School Provision Maps**

Communication and interaction

|  |  |  |
| --- | --- | --- |
| Quality First Teaching  | Interventions & Booster Groups | Personalised Targeted Support |
| * Use of visual strategies to aid teaching
* Visual timetables
* Non-verbal symbols to aid comprehension
* Use of ICT as access learning e.g. Clicker
* Peer support
* Talk partners
* Task board
* Displays labelling: image and written
* Magnetic letters
* Dictionaries: different levels
* Word banks
* Communication in Print
* Whiteboards
* Talk Cards
* iPad’s: voice recorders
* Word maps
* Makaton training
 | * Circle of friends
* In class support with a focus on supporting speech and language
* Peer work
* SEAL
* Singing groups
* Ginger bear
* Small group/short term specific interventions:
* Time to Talk
* Talk Boost
* Narrative group
* Lego Therapy
 | * Regular and close contact with parents / carers
* Visual strategies based on TEACCH (Treatment & Education of Autistic and Related Communication Handicapped Children)
* Providing structure
* Reducing stress and improving understanding High level of 1:1 support (including at unstructured times)
* Social Stories – assists individuals to develop greater social understanding
* Support from outside agencies
* Support from specialists e.g. SALT
 |

** Whole School Provision Maps**

Cognition and Learning

|  |  |  |
| --- | --- | --- |
| Quality First Teaching  | Interventions & Booster Groups | Personalised Targeted Support |
| * Quality First Teaching strategies
* Differentiated curriculum planning
* Increased visual aids
* Modelling
* Visual timetables
* Illustrated dictionaries
* ACE Dictionaries
* Use of writing frames
* Alternative Methods of recording
* Working wall displays
* Talk partners
* IWB / paper – cream
* Clicker
* Practical resources
* Simplify instructions
* Clarify understanding of task
* Additional Guided reading
* Group Mind mapping techniques
* Pre-teaching skills
* Ongoing target discussions
* Modified Spellings
* Alternatives to written recording
* Children’s interests to motivate learning
* Makaton
* Numicon
* Key rings to support learning
* Individual timetables and task boards
 | * Early Literacy Strategy
* In class support from TA
* Talking partners
* Talk Boost KS1
* Home-school book
* Targeted interventions
* Gap Targets
* Additional homework
* Inference Intervention
* Letters and Sounds
* Talking Maths
* Y6 boosters
* Comprehension Groups
* Time to Talk
* Activate Literacy Kit
* Numicon Intervention
* Number box
* Gap Targets
* Colourful Semantics
 | * Supporting Children with gaps in Mathematical Understanding
* Reading Intervention
* Collaborative Paired Writing
* Additional phonics
* Additional individual reading
* Paired reading
* Dyslexia assessment (Jean)
* Lego Therapy
* Coloured overlays
* Outside agencies
 |

**Whole School Provision Maps**

Social, emotional and mental health

|  |  |  |
| --- | --- | --- |
| Quality First Teaching  | Interventions & Booster Groups | Personalised Targeted Support |
| * Whole school behaviour policy based on a positive behaviour management system
* Whole school / class rules created PSHE
* Class reward systems and incentives
* Consistent rewards/sanctions in place
* PSHE taught weekly
* Head Teacher stickers
* Adaptation of classroom Seating plan
* Behaviour records: analysis of context and triggers
* Certificates / Celebration Assembly
* Children’s interests to motivate learning
* Responsibility of school council groups
* Home / school contact through planners
* Task board
* Visual timetables
* Timers
* Use of rewards to work towards
 | * Small group Circle Times
* Social Skills intervention and nurturing In class support
* Circle of friends
 | * Individual reward system Home – school
* Outside agencies including CAMH’s, social care, EMS Family Support –
* Creative Therapeutic play
* Drama Therapy
* Lego Therapy
* Social Story
* Thrive
* Mental health level 3 trained teaching assistant
* Teaching Assistants trained in Restorative practice Time Out
 |

**Whole School Provision Maps**

Sensory and/or physical needs

|  |  |  |
| --- | --- | --- |
| Quality First Teaching  | Interventions & Booster Groups | Personalised Targeted Support |
| * Flexible teaching arrangements
* Staff aware of implications of physical impairment
* Writing slopes
* Pencil grips
* Use of multi-sensory approach to teaching
* Regular sensory inputs
* Children can wear chewllery
* Specialist chairs and cushion
* Stress balls
* Squashing
* Deep pressure
* Spinning dish and ball
* Loop scissors
* Designated quiet area e.g. tent
* Ear defenders
* Sunglasses
* Lycra
* Calm learning environments
* Disabled toilet and changing bed (Foston)
 | * Keyboard skills
* Handwriting or fine motor programs
* Sensory stimulating activities
* Consideration of classroom layout to ensure access to equipment
* Ability to see whiteboard
 | * Individual support in class during PE and lunch time
* Physiotherapy programs
* Specialised Equipment including standing and walking frames
* Advice from outside agencies including sensory and physical support teachers
* Alternative Methods of communication
* Makaton
 |