

WHOLE SCHOOL PROVISION MAP (2018-2019)

Area of Need	Universal (Quality First Teaching)	Targeted (Closing the Gap)	Specialist (High Needs Funding and EHCP Pupils)
Communication and Interaction	<ul style="list-style-type: none"> ▪ Differentiated curriculum planning ▪ Increased visual learning options ▪ Visual timetables ▪ Structured school routines ▪ Differentiated support within class ▪ Key vocabulary displayed ▪ Variety of recording models ▪ Pre-teach vocabulary 	<ul style="list-style-type: none"> ▪ In class support with speech and language ▪ Speech and language intervention programmes ▪ Social Stories ▪ Speech and language groups ▪ Box Clever (Nursery children whose English is at an early stage) ▪ Attention and Listening group (taught to Reception) ▪ Leg Programmes 	<ul style="list-style-type: none"> ▪ Specialist Speech and language therapists ▪ Visual Cues ▪ Personalised curriculum ▪ Transition Support
Cognition and Learning	<ul style="list-style-type: none"> ▪ High expectations with challenging differentiated tasks planned across the curriculum ▪ Real life experiences and cross curricular learning ▪ Clear expectations for behaviour for learning ▪ Engaged learning environments ▪ Talk time ▪ Use of ICT to reduce barriers or increase engagement ▪ Variety of learning styles explored ▪ Multisensory learning opportunities ▪ Effective use of assessment for learning ▪ Visual timetables ▪ Scaffolded writing frame where needed across the curriculum ▪ Working walls 	<ul style="list-style-type: none"> ▪ 1:1 reading ▪ Daily phonics ▪ Spelling groups ▪ Numicon ▪ Pre-teaching ▪ Handwriting ▪ Topic vocabulary focus ▪ Booster groups ▪ Smaller classes/groups ▪ Dyslexia intervention ▪ Dyslexia friendly classrooms 	<ul style="list-style-type: none"> ▪ Buy in Dyslexia support ▪ LSA support in lessons ▪ Individual maths or Literacy plans ▪ 1:1 personalised academic interventions ▪ Personalised curriculum ▪ Complex Needs Team

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ▪ Differentiated curriculum planning ▪ Good communication between staff about mood changes ▪ Clear behaviour system with rewards and sanctions ▪ Class responsibilities ▪ Class reward systems ▪ Visual timetables ▪ Structured school routines ▪ Differentiated support within class ▪ Key vocabulary displayed ▪ Variety of recording models ▪ Team points 	<ul style="list-style-type: none"> ▪ Precise and compromised expectations of work ▪ Chunked activities ▪ Social Stories ▪ Alternative lunch (Rainbow Club) ▪ Personalised reward system ▪ Home-school book ▪ Circle time ▪ Mentoring ▪ 	<p>Behaviour Specialist Counsellor Play Therapy Social Skills Group Rainbow Room CAHMs referral</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sensory and Physical</p>	<ul style="list-style-type: none"> ▪ Differentiated curriculum planning ▪ Flexible attitude towards seating ▪ Accessible classroom ▪ Quality sharing of information across the staff ▪ Visual timetables ▪ Differentiated support within class ▪ Variety of recording models 	<ul style="list-style-type: none"> ▪ Healthy Hands-motor skills programme ▪ Handwriting support ▪ Pencil grips ▪ Ear defenders ▪ Screens ▪ Access to the Sensory room ▪ Box of resources for the classroom 	<ul style="list-style-type: none"> ▪ Support from complex needs team ▪ Support from sensory service ▪ Children’s centre, messy play ▪ Speech and language therapists ▪ Provision of specialist equipment ▪ Adaptation of learning materials ▪ Adapted methods of recording ▪ Individual arrangements for assessments ▪ Support from Occupational Therapy