



Whole School Provision Maps



Communication and interaction

Quality First Teaching	Interventions & Booster Groups	Personalised Targeted Support
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Time to Talk - Talk Boost - Narrative group - Lego Therapy 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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•	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Small group Circle Times • Social Skills intervention and nurturing In class support • Circle of friends 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Keyboard skills• Handwriting or fine motor programs• Sensory stimulating activities• Consideration of classroom layout to ensure access to equipment• Ability to see whiteboard	<ul style="list-style-type: none">• 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