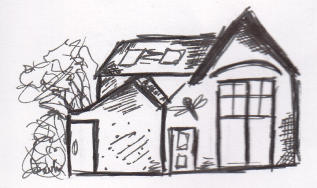
**Whole School Provision Maps**

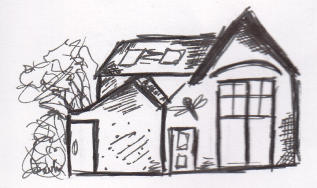
Communication and interaction

|  |  |  |
| --- | --- | --- |
| 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**

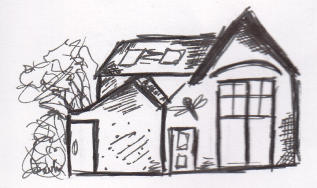
Cognition and Learning

|  |  |  |
| --- | --- | --- |
| 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 |