

**Whole School Provision Map**

	<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, emotional and mental health</b>	<b>Sensory and Physical needs</b>
<p><b>Wave 1</b></p> <p>Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs.</p>	<p>RWI taught</p> <p>Phonics screeners done regularly with EYFS/KS1</p> <p>Clear display of key words</p> <p>Visual aids</p> <p>Visual timetable</p> <p>Sports captains</p> <p>Talk partners</p> <p>Clear and direct instructions</p> <p>Processing time given</p> <p>Classroom rules and routines displayed</p> <p>Staff model standard English and extended vocabulary</p> <p>Variety of teaching styles</p> <p>Use of a talk button</p> <p>Checks for understanding</p> <p>Knowledge organisers and topic words displayed</p> <p>Whole class reading</p> <p>Writing Rainbow lenses- The write stuff</p>	<p>RWI</p> <p>White Rose Maths</p> <p>Times tables Rock Stars for years 2 and above</p> <p>Mastery approach for maths</p> <p>Mastering number for EYFS/KS1</p> <p>Teachers use reading age assessments (GL)</p> <p>White Rose Maths assessments being used</p> <p>Access to Purple Mash</p> <p>TA for classroom support</p> <p>Manipulatives e.g. number lines, bead strings, place value number cards</p> <p>Favourite 5 books in EYFS/KS1- children become familiar with patterns in stories and rhymes</p> <p>‘Word attack’ strategies used</p>	<p>Merit reward system/ Class Dojo</p> <p>Star of the week</p> <p>Sports tokens</p> <p>RWI/TTRS/Home reading/Spelling/Lunchtime weekly awards</p> <p>SCARF PSHE teaching and workshops</p> <p>Whole school behaviour policy based on STEPS</p> <p>Class reward systems</p> <p>Anti-bullying week</p> <p>Internet safety day</p> <p>Well-being week</p> <p>Awareness of growth mindset</p> <p>Whole school assemblies</p> <p>School values</p> <p>Pupils have responsibilities in the classroom</p> <p>Eco Action Team</p> <p>School Council</p> <p>Protective behaviours</p>	<p>PE</p> <p>Fizzy fingers in EYFS</p> <p>Active playtimes and lunchtimes</p> <p>Daily mile</p> <p>Pencil grips/triangular pencils</p> <p>Staff aware of physical impairments and their implications</p> <p>Swimming lessons for Y1-6</p>

	<p>Opportunities for performance and reading aloud</p> <p>Hand gestures used as non-verbal communication e.g. 1,2,3 for transitions, actions for songs</p> <p>Stem sentences used primarily in maths</p> <p>Nursery children begin daily phonics</p>	<p>Inclusive curriculum and planning, activities, delivery and outcomes</p> <p>Illustrated dictionaries</p> <p>Dyslexia friendly spelling dictionaries</p> <p>Use of writing frames</p> <p>Structured school and class routines</p> <p>Visual timetables</p> <p>Access to technology</p> <p>Variety of ICT</p> <p>Link new learning to previous learning</p> <p>Talk partners</p> <p>Reading buddies</p>	<p>Whole school initiatives and enrichment e.g. healthy eating/ walk to school / visitors / trips</p> <p>Transition activities/handover</p> <p>EYFS open days</p> <p>Parent messaging available through Class Dojo</p> <p>EYFS included in activities with whole school but with high-vis Y6/EYFS buddies</p> <p>EYFS allocated a member of staff for breaktimes</p>	
<p><b>Wave 2</b></p> <p>This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These</p>	<p>Small step instructions printed out e.g. now/next board</p> <p>Checklists available</p> <p>Ear defenders available</p> <p>Book talk in EYFS</p>	<p>RWI catch up groups</p> <p>Maths catch up</p> <p>Reinforcement and retrieval practice for different maths strategies</p> <p>Maths booster groups</p> <p>White Rose Maths assessments</p>	<p>Year 6 transition support- Crucial Crew</p> <p>Group support from ASPECTS</p> <p>Nurture room open at lunchtimes</p> <p>Additional discussions around values and social situations</p>	<p>Write Dance</p> <p>Dough gym</p> <p>Additional handwriting and letter formation practice</p> <p>PE lessons adapted based on individual needs</p>

<p>are not primarily for children with Special Education Needs and they do not have to be on the Code of Practice to access these. Children will be identified through data analysis and/or teacher request.</p>		<p>Assessments inform children to spotlight in WCR/RWI Targeted reading and discussion regularly Spelling interventions</p>		
<p><b>Wave 3</b> This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.</p>	<p>Pre-teaching vocabulary Social stories Individual word or vocabulary mats Now and next boards Longer response time given Range of ways for children to record their learning- bullet points, mind maps, ordering tasks, posters, drama etc Instructions broken down into small steps- visuals used alongside Laptops available for writing when needed Reader/scribe available when needed</p>	<p>RWI 1:1 tuition Pre-teaching vocabulary Precision teaching Personalised curriculum for maths/English Screening tools available from SEN assessment library Spellcheckers available Coloured reading overlays available Clickr available Use of interventions recommended by SpLD advisory teacher Support via referral to Integrated Services for Learning e.g. for educational psychologist</p>	<p>Support via referral to Integrated Services for Learning e.g CAMHS, Aspects Support from school nurse Home- school communication log/book Support via referral to ISL e.g. involvement from CAMHS and other mental health services Social stories Family first assessment Preparation for individual need including reassurance for changes to routine</p>	<p>Support via referral to Integrated Services for Learning e.g. occupational therapy Individual support for PE/lunchtimes Writing slopes Wobble cushions</p>

	Support via referral to Integrated Services for Learning e.g. for speech and language therapy Sensory breaks Sensory items			
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