Whole School Provision Map

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and Physical needs
Ordinarily Available Provision Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs.	RWI taught Phonics screeners done regularly with EYFS/KS1 Clear display of key words Visual aids Visual timetable Talk partners Clear and direct instructions Processing time given Classroom rules and routines displayed Staff model standard English and extended vocabulary	RWI White Rose Maths Mastery approach for maths Mastering number for all year groups Teachers use reading age assessments White Rose Maths assessments being used Access to Purple Mash TA for classroom support Manipulatives e.g. number lines, bead strings, place value number cards	Merit reward system/ Class Dojo Star of the week Sports tokens RWI/ Home reading/ Lunchtime awards SCARF PSHE teaching and workshops Whole school behaviour policy based on Therapeutic Thinking Anti-bullying week Internet safety day Well-being week	PE Fizzy fingers in EYFS Active playtimes and lunchtimes Pencil grips/triangular pencils Staff aware of physical impairments and their implications Swimming lessons for Y1-6 Class movement breaks

	Variety of teaching styles Use of a talk button Checks for understanding Knowledge organisers and topic words displayed Whole class reading Writing Rainbow lenses- The write stuff Opportunities for performance and reading aloud Hand gestures used as non-verbal communication e.g. 1,2,3 for transitions, actions for songs Stem sentences used primarily in maths	Favourite 5 books in EYFS/KS1- children become familiar with patterns in stories and rhymes Illustrated dictionaries Dyslexia friendly spelling dictionaries Use of writing frames Structured school and class routines Visual timetables Access to technology Variety of ICT Link new learning to previous learning Talk partners	Awareness of growth mindset Whole school assemblies School values Pupils have responsibilities in the classroom Eco Team School Council Protective behaviours Whole school initiatives and enrichment e.g. healthy eating/ walk to school / visitors / trips Transition activities/handover EYFS visits	

	Nursery children begin daily phonics	Reading buddies	Parent messaging available through Class Dojo EYFS allocated a member of staff for breaktimes	
Targeted Support 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 are not primarily for children with Special Education Needs and they do not have to be on	Small step instructions printed out e.g. now/next board Checklists available Ear defenders available Book talk in EYFS Lego therapy group	RWI catch up groups Maths catch up Reinforcement and retrieval practice for different maths strategies Maths booster groups White Rose Maths assessments Assessments inform children to spotlight in WCR/RWI	Year 6 transition support- Crucial Crew Group support from ASPECTS Nurture room open at lunchtimes Additional discussions around values and social situations Social communication intervention group Friendship group	Write Dance Dough gym Additional handwriting and letter formation practice PE lessons adapted based on individual needs Sensory circuits Sensory breaks Sensory toys Wobble cushions Therabands

the Code of Practice to access these. Children will be identified through data analysis and/or teacher request.		Targeted reading and discussion regularly Spelling interventions UCAN maths intervention Fresh Start reading intervention	Referral to ASPECTs	
Specialist 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.	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	RWI 1:1 tuition Pre-teaching vocabulary Precision teaching Personalised curriculum for maths/English Screening tools Spellcheckers available Coloured reading overlays available	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.	Support via referral to Integrated Services for Learning e.g. occupational therapy Individual support for PE/lunchtimes Writing slopes

	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 Support via referral to Integrated Services for Learning e.g. for speech and language therapy	Use of interventions recommended by DSPL3 Support via referral to Integrated Services for Learning e.g. for educational psychologist	involvement from CAMHS and other mental health services Social stories Family first assessment Preparation for individual need including reassurance for changes to routine Support from Rivers Behaviour Team	