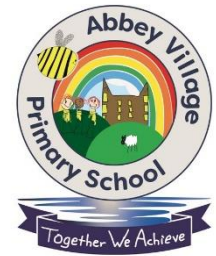


Whole School Provision Map



Level of Support	Wave 1	Wave 2	Wave 3
What this means	<p>Quality First Teaching (QFT) Good quality teaching and suiting work to individual children means that every pupil is included.</p> <p>Pupils' attainment is reviewed at regular Pupil Progress Meetings. Concerns about pupils' progress may be raised following these meetings, or at any time, with the class teacher and the SENCO.</p>	<p>Targeted Interventions (in addition to QFT)</p> <p>This could be access to specialist resources within the school, such as nurture groups, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the Graduated Approach cycles of Assess, Plan, Do, Review*.</p>	<p>Specialist Support Usually, where an external specialist may be asked to advise on more specialised support, this is needed generally where a student has not progressed as well as expected with the current additional support.</p>
<p>What this looks like for Cognition and Learning Needs Including: Specific learning difficulties (SpLD) Moderate learning difficulties (MLD) Severe learning difficulties (SLD) Profound and multiple learning difficulties (PMLD)</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes • Support in class from the Class Teacher and Teaching Assistant • Small group work • Visual support including visual timetables • Scaffolding, e.g. modelling, writing frames, etc. • Use of effective questioning by staff • Pupils to use metacognitive strategies to plan their learning 	<ul style="list-style-type: none"> • Targeted interventions to support specific areas of need, e.g. Toe by Toe, Nessy, etc. • Pre-teaching of vocabulary, calculation strategies for maths, science etc. • Nurture groups with activities to support a range of needs including self-esteem and communication • Increased level of differentiation • 1:1 support with reading, spelling, etc. • Access to additional equipment, e.g. a laptop for writing 	<ul style="list-style-type: none"> • High level of support, both in class and through continued additional interventions • Highly differentiated curriculum • Individual Provision Map and TLP • Regular input from external professionals and specialists, e.g. Educational Psychologist, Specialist Teacher etc.

<p>What this looks like for Communication and Interaction Needs Including: Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD)</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes including differentiated use of language • Visual prompts to support learning • Visual timetables and structured routine • Communication friendly environment with key words on display • Partner work and collaborative group work • Use of effective questioning to support learning • Sensory breaks 	<ul style="list-style-type: none"> • Personal visual timetable in addition to class visual timetable • Support in transition between tasks (now, next) • Visual cues and support • Speech and Language interventions e.g. social stories, Blank Levels of questioning • Specific speech and language strategies to be used in class • Additional time to complete tasks and brain breaks as needed • Sensory breaks 	<ul style="list-style-type: none"> • Differentiated curriculum with a focus on support for language needs • Individual Provision Map and TLP • Regular input from external professionals and specialists, including Speech and Language Therapists (SALT) • High level of support, both in class and through speech and language and other targeted interventions • Sensory breaks
<p>What this looks like for Social, Emotional and Mental Health Needs Including ADD, ADHD or attachment disorder</p>	<ul style="list-style-type: none"> • Consistent behaviour management by all staff including reinforcement of positive behaviours • Reward systems and praise • Well-being strategies and mental health awareness and support techniques taught through PSHE lessons • Differentiation of the curriculum to ensure children are motivated to learn 	<ul style="list-style-type: none"> • Access to resources, e.g. fidget toys, wobble cushions, etc. • Consistent behaviour approaches from all staff • Access to key support staff • Brain breaks and movement breaks as needed • Task organisers break down tasks into manageable 'chunks' • Nurture groups with activities to support a range of needs including self-esteem and communication 	<ul style="list-style-type: none"> • Individual Provision Map and TLP • Input from external professionals and specialists, e.g. Educational Psychologist, behaviour support team • High level of support, both in class and through continued additional interventions

<p>What this looks like for Sensory and/or Physical Needs</p> <p>Including: Visual impairment (VI), Hearing impairment (HI), Multi-sensory impairment (MSI) and Physical Difficulty (PD)</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes • Classroom position that considers need and ensures best possible access to teacher • Reasonable adjustments made to ensure access to curriculum and environment • Movement and/or rest breaks as needed • Support from Class Teacher/Teaching Assistant to facilitate independent learning • Access to equipment and resources e.g. coloured overlays, laptops for typing 	<ul style="list-style-type: none"> • Individual Provision Map and TLP • Support from specialist services e.g. Thomasson Memorial Outreach Service, Occupational Therapy (OT), physiotherapy, Sensory Support, etc. • Adapted resources and equipment • Programme from specialist service supported in school through interventions in addition to main classroom activities as well as being incorporated into everyday learning • Opportunities for movement and/or rest breaks as needed • Additional time to complete tasks • Additional time and adapted curriculum as needed (e.g. scribe) • High level of support as needed 	
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There are 2 'waves' of the assess-plan-do-review process in some areas. Where this is the case it is expected that wave 2 will build on Quality First Teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed. As such where pupils are working at wave 3 of the cognition and learning assess-plan-do-review process it is assumed that the Quality First Teaching and wave 2 approaches will continue to be in place, with wave 3 approaches building on these foundations.

*With the exception of pupils with Sensory and/or Physical Needs pupils working at Wave 2 will not initially have a provision map./TLP. Interventions will target any gaps identified through the schools assessment and monitoring of attainment, these will be recorded on individual/group intervention sheets. If, however, pupils do not make the expected progress following these interventions they may be moved onto the school's SEN register, parents will be informed and the pupils will have a Provision Map and a TLP to record the support they need and the Graduated Approach cycles of Assess, Plan, Do, Review.