

The Cathedral Catholic Primary School
Whole School Provision Map



*Unlocking Potential Together
in Faith and Love.*

Category of Need	Wave 1 – Universal - (Quality First Teaching)	Wave 2 – additional small group and targeted support	Wave 3 – intensive or individualised support and interventions	Possible entry and exit data used	
Cognition and Learning	<ul style="list-style-type: none"> • flexible grouping and seating arrangements • using cognitive and metacognitive strategies to develop a growth mindset to learning • explicit instruction • using technology to support pupils with SEND • scaffolding tasks • Plan the structure of the day in order to give individual and group help as appropriate (flexible timetabling) • use visual supports in all aspects of classroom life • Match child and task very carefully (through adaptive teaching or careful differentiation) • Have additional extension material available for fast or able workers • Build success into task to give confidence and reduce any risk of unnecessary failure • Introduce new skills in small stages for children who struggle with cognitive load • Careful and accurate assessment in order to proceed in steps from the 'known' • Use practical demonstration where possible and experimental/experiential learning including work with concrete/visual materials to establish concepts and skills • Opportunities for learners to generalise and transfer their learning in different contexts. • Make sure attention has been gained before trying to teach a new skill • Keep careful records to ensure continuity and progression • Set realistic time targets for completing work • Praise and reward often – make rewards intrinsic and relevant to the child where possible • Provide feedback immediately and in a positive way • Evaluate and review the work set and the achievement made • Accommodate different learning preferences • Make sure all children can hear instructions clearly, without interference • Ensure children can see your face – even when you move position • Check children have a clear view of the board, worksheets and visual aids • Ensure lighting is adequate and minimise glare and reflections • Minimise distractions (from other children, outside, or anything else in the classroom) • Allow extra processing time for responses to questions or contributions to group discussion • Extra time for activities (e.g. written work, practical activities) • Opportunities for revision and over learning • Access to groups where pupils are working with peers of similar levels • Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and co-operative and independent application to task. • Create and maintain clear, predictable and safe classroom routines and environment supported by visual cues. • Multisensory teaching and learning • Access to strategies and tools to develop and extend listening and attention • Access to simple, everyday assistive devices which aid access to curriculum (pencil grips, sloping writing surfaces, laptop, wobble cushion, ear defenders etc) 	<p>Maths Targeted/Guided groups English Targeted/Guided groups Maths GIRT English GIRT Phonics Booster groups (KS1) Fast Track Phonics (KS2) <i>DreamBox Reading Plus (Trial in Y5)</i></p>	<p>IDL Daily 1:1 reading Toe by Toe Precision teaching Educational Psychologist Specialist Teacher High Needs Planning</p>	<p>Termly ARE assessments LAPS KLIPS Teacher assessment EP Cognitive Assessments PIVATS Spelling and reading age scores (IDL) IDL Screener</p>	
Communication and Interaction			<p>Welcomm Lego Therapy Social skills groups Family Fun (Siblings) Colourful Semantics</p>	<p>Speech and Language Intervention guided by Speech and Language Therapist assessment, targets and advice Intensive Interaction Objects of Reference</p>	<p>Welcomm Speech therapist targets and advice PIVATS</p>
Social, Emotional and Mental Health			<p>Nurture/Pastoral Groups Circle of Friends Lego Therapy Lunch time groups Family Fun (siblings) Soul School (Nurture Garden) Emotion Coaching</p>	<p>1:1 nurture sessions Home visits Emotional development work Play Therapy Social Stories Equals Curriculum</p>	<p>Boxall Assessments SDQ's Observations PSED PIVATS</p>
Sensory and Physical			<p>Dough Disco Teodorescu Nelson Handwriting Support/Intervention</p>	<p>Touch Typing Sensory Circuits Motor Skills support Occupational Therapist Physiotherapist Timetables sessions in Multi-Sensory Room Equals Curriculum</p>	<p>OT assessments PIVATS</p>