Provision Map

**Jericho Primary School**

2025-2026

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| **Year: EYFS** | **COHORT: 0 x EHCP 6 x SEN/D support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | Enhanced and continuous provision activities QFT across the areas and book focused themesVocabulary rich environmentDaily number recognition and formation sessionsDaily grouped RWI sessions Balance of formal and play based activities to suit the developmental stages of all children within the EYFSLanguage screening for all | Differentiated RWI groups, continual monitoring and assessment used to allow fluidity in groups and continual progression.1:1 RWI interventions RWI leader to assess and coach staff when delivering 1:1 and group sessionsNumber formation and recognition 1:1 interventions dailyMaking sense of autism and autism practice training and implementation | Pediatrics advice Early Years SENCo advice when requested.Educational psychology assessment and inputSENCo observation and advice1x full time TA to monitor chn during provision and provide additional support for all children that may require this.IEP’s designed by teachers and actioned by all staff within the EYFS1:1 Full time in nursery and receptionSenco teaching and observation time- recommendations made and input into IEP’s |
| *Communication and Interaction* | Tapestry for shared talkUse of peer to peer support mixed ability activitiesTalk partners established and use of 123 routinesCircle timePSHE- SCARF for Rec and nurseryDaily acts of worship, opportunity to share ideas verbally and develop confidence in social speaking and sharing ideasContinuous and enhanced provision- opportunity to work collaboratively and alongside peers Story time daily | Rotational small group work sessions daily to encourage communication and interaction with adults and peers.Continuous and enhanced provision available- adult intervention to promote developing relationships and modelling opportunity- bespoke to needProvision changed regularly based on audits and matched to the need of the cohort- or individualizedSpecifically purchased resources- talking tins, matched texts to puppetsMaking sense of autism and autism practice training and implementation | 2x fulltime class support in Reception classes1x full time TA to monitor chn during provision and provide additional support for all children that may require this in nurseryIndividualised tracking using the AET frameworkAnd assessment toolsSENCo led annual reviews of EHCP (6 Monthly) |
| *Emotional, Behavioural and Social* | Enhanced and continuous provision- Personal, social and emotional focus’.Consistent routinesSchool and class rules enforced rigidlyPositive reward and behaviour system in placeWellbeing committee for whole schoolCircle time and class acts of worship dailyTapestry observationsInformed planningArt of Brilliance teaching and principles | Rotational small group work sessions daily to encourage social developmentContinuous and enhanced provision available- adult intervention to promote developing relationships and provide social and emotional support.NELI Social group provision- time to talkIn school roles- buddies, ninjas, play leaders, team captains, safety officers | Group Bereavement support- Howgill 1x full time TA to monitor chn during provision and provide additional support for all children that may require this.1:1 fulltime support |

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| **Year 1** | **COHORT: 0 x EHCP 2 x SEND Support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | Differentiated curriculum planning, activities, delivery and outcome of QFTConcrete resources / modelling scaffolding approachMirrored Visual timetables in classesA range of practical resources and writing frames Maths support from STAVisual learning strategies adopted Pre teach strategies1x weekly 1:1 sessions readingSystematic teaching of RWIRWI grouped and differentiated approach | RWI interventions daily  Number stacks sessions daily to close gapsIn class Maths TA support in each classDifferentiated RWI groups, continual monitoring and assessment used to allow fluidity in groups and continual progression.1:1 RWI interventions RWI leader to assess and coach staff when delivering 1:1 and group sessionsMaking sense of autism and autism practice training and implementation | 1:2 fulltime in class supportEducational psychology assessment and inputSENCo observation and adviceIEP’s designed by teachers and actioned by all staffAssessed against small steps to continually monitor progress SENCo led annual reviews of EHCP  |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of languageAdopting strategies recommended by Speech and language adviserIncreased visual aids / modelling etc.Visual timetablesUse of symbolsStructured school and class routinesRigidity in routine and expectations | 2X 40 mins- Weekly social group sessions- Time to talk- delivering time to talk with BW1x 1:2 Social speaking games sessions daily with BW ELSA sessions weekly for 10 children | Speech and Language therapist advice and visits- recommendationsInput from ASC SATS SENCo led annual reviews of EHCP AET Framework for assessing progress1:2 full time in class support |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card systemTeam point / Golden ticket strategies- positive behaviour reward systemRigid whole school / class rulesClass reward systems and whole schoolCircle Time- time to share/ reflectPSHE- ScarfArt of brilliance principles and teachingWhole school assemblies | Small group Circle Time using the developing friendships resourcesCalm boxes/ fidgetsNow and next individual boardsELSA sessions weekly for 10 childrenBehaviour plans and reviewsIn school roles- buddies, ninjas, play leaders, team captains, safety officers | EP and BEWO verbal advice and supportEarly help meetings and external advice and agency support from family action |
| *Sensory and Physical* | Flexible teaching arrangementsStaff aware of implications of physical impairments and needs of childrenWriting guides for left handed chnPencil grips where req.Use of a handwriting scheme for all children daily developmentFinger exercises daily before writing sessions Small group work sessions with TA or TGuide lines to support children’s writing development sizes accordingly.Classroom adaptations and positioning | Withdrawal area time Fine motor development sessions Additional handwriting practice daily 10 minsIndependent work stations, work trays set up for withdrawalSensory boxes- resources recommended for specific children by SATSCalm boxes | Individual 1:1 support in class when overwhelmed by stimulusSpecialist advice and half termly visits frim CP- SATS ASCWithdrawal spaces and minimizing sensory inputAdditional supervised rest breaks and lunch cover |

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| **Year 2** | **COHORT: 1x EHCP 7x SEND support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | Differentiated curriculum planning, activities, delivery and outcome of QFTIncreased use of visual aids / modelling scaffolding approachMirrored Visual timetables in classesA range of practical resources and writing frames Maths support from STA dailyVisual learning strategies adopted Pre teach strategies used1x weekly 1:1 sessions readingRWI interventions sessions and streamingRWI grouped and differentiated approach for Y2 | RWI interventions daily  Number stacks sessions daily to close gapsIn class Maths TA support in each classDifferentiated RWI groups, continual monitoring and assessment used to allow fluidity in groups and continual progression.1:1 RWI interventions RWI leader to assess and coach staff when delivering 1:1 and group sessionsMaking sense of autism and autism practice training and implementationIDL home and school access- regular assessmentsDaily readingGL Dyslexia screening and reportingDyscalculia screening | 1:1 fulltime in class support in 2 classesEducational psychology assessment and inputSENCo observation and adviceIEP’s designed by teachers and actioned by all staffAssessed against small steps to continually monitor progress SENCo led annual reviews of EHCP  |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of languageAdopting strategies recommended by Speech and language adviserIncreased visual aids / modelling etc.Visual timetablesUse of symbolsStructured school and class routinesRigidity in routine and expectations | ELSA deliver to 12 children weeklyAdapted access to the curriculumUse of iPad for recordingPre teach strategiesGood autism practice recommendations and training implemented | 1:1 fulltime in class support in 2 classesEducational psychology assessment and inputSENCo observation and adviceIEP’s designed by teachers and actioned by all staffAssessed against small steps to continually monitor progress SENCo led annual reviews of EHCP ASC advice and visits termly |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card systemTeam point / Golden ticket strategies- positive behaviour reward systemRigid whole school / class rulesClass reward systems and whole schoolCircle Time- time to share/ reflectPSHE- ScarfArt of brilliance principles and teachingWhole school assemblies | Small group Circle Time using the developing friendships resourcesCalm boxes/ fidgetsNow and next individual boardsELSA sessions weekly for 10 childrenBehaviour plans and reviews supported by SLTIn school roles- buddies, ninjas, play leaders, team captains, safety officers | EP and BEWO verbal advice and supportEarly help meetings and external advice and agency support from family actionFamily action drawing and talking therapyWeekly bereavement sessions with AL from time to share |
| *Sensory and Physical* | Flexible teaching arrangementsStaff aware of implications of physical impairments and needs of childrenWriting guides for left handed chnPencil grips where req.Use of a handwriting scheme for all children daily developmentFinger exercises daily before writing sessions Small group work sessions with TA or TGuide lines to support children’s writing development sizes accordingly.Classroom adaptations and positioning | Independent work stations, work trays set up for withdrawal Sensory boxes- resources recommended for specific children by SATS advisory Calm boxesSensory resources and withdrawal areas with adult support | Individual 1:1 support in class when overwhelmed by stimulusSpecialist advice and half termly visits frim CP- SATS ASCWithdrawal spaces and minimizing sensory inputAdditional supervised rest breaks and lunch coverSENCo sensory audits for individual childrenWithdrawal spaceRest breaks |

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| **Year 3** | **COHORT: 2 x EHCP 7 SEND Support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | High challenge curriculum planning, activities, delivery and outcome of QFTIncreased use of visual aids / modelling scaffolding approachMirrored Visual timetables in classesA range of practical resources and writing frames Maths and English support from TA in classesVisual learning strategies adopted Pre teach strategies usedWeekly 1:1 sessions readingSystematic teaching of spelling using RWI  | Keep up maths- Number stacks Pre-Teach Literacy sessionsRWI intervention sessions for those still on the programmeIDL home and school access- regular assessmentsDaily reading sessionTeacher led 1:6 maths session at y2 level objectivesSmall steps used to assess small steps in progressSENCo observations and feedback from IEP targetsIDL access at home and schoolGL Dyslexia screening and reportingDyscalculia screening | No children at wave 3 |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of languageAdopting strategies recommended by Speech and language adviserIncreased visual aids / modelling etc.Visual timetablesUse of symbolsStructured school and class routinesRigidity in routine and expectations | ELSA support being developed in KS1 and 2Set up keyworkers- talking activities for daily set upVisuals to support EAL learners | Input from ASC SATS (1/2 termly, 1:1) for 2 children- send support level |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card systemTeam point / Golden ticket strategies- positive behaviour reward systemRigid whole school / class rulesClass reward systems and whole schoolCircle Time- time to share/ reflectPSHE- ScarfArt of brilliance principles and teachingWhole school assemblies | Calm boxesNow and next individual boardsCircle time and PSHE sessionsWeekly ELSA sessions In school roles- buddies, ninjas, play leaders, team captains, safety officersVolcano in my tummy individual sessions | No children at wave 3 |
| *Sensory and Physical* | Flexible teaching arrangementsStaff aware of implications of physical impairments and needs of childrenWriting guides for left handed chnPencil grips where req.Use of a handwriting scheme for all children daily developmentFinger exercises daily before writing sessions Small group work sessions with TA or TGuide lines to support children’s writing development sizes accordingly.Classroom adaptations and positioning | Withdrawal area timeIndependent work stations, work trays set up for withdrawalSensory boxes- resources recommended for specific children by SATSCalm boxes | No children at wave 3 |
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| **Year 4** | **COHORT: 2 x EHCPS 5 x support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | Differentiated curriculum planning, activities, delivery and outcome of QFTIncreased use of visual aids / modelling scaffolding approachMirrored Visual timetables in classesA range of practical resources and writing frames Maths support from STAVisual learning strategies adopted Pre teach strategies used1x weekly 1:1 sessions readingSystematic teaching of RWIRWI grouped and differentiated approach | Keep up maths- Number stacks Pre-Teach Literacy sessionsRWI intervention sessions for those still on the programmeIDL home and school access- regular assessmentsDaily reading sessionTeacher led 1:6 maths session at y2 level objectivesSmall steps used to assess small steps in progressSENCo observations and feedback from IEP targetsIDL access at home and schoolGL Dyslexia screening and reportingDyscalculia screening | SATS advice for ASC Visits upon request and when availableEP advice and reviewEHCP annual reviewsSENCo observation and recommendationsBespoke curriculum design to meet the small steps that individuals are working at currently |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of languageAdopting strategies recommended by Speech and language adviserIncreased visual aids / modelling etc.Visual timetablesUse of symbolsStructured school and class routinesRigidity in routine and expectations | ELSA support sessions weekly Carol Grey storiesCheck in sessionsEnd of day check insRegular home communication | Carol grey social stories deliveryELSA 1:1 Sessions1:2 STA support full time for EHCP childrenSmall group work sessions addressing small steps1:1 writing focus sessions SENCo observation and recommendations |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card systemTeam point / Golden ticket strategies- positive behaviour reward systemRigid whole school / class rulesClass reward systems and whole schoolCircle Time- time to share/ reflectPSHE- ScarfArt of brilliance principles and teachingWhole school assemblies | Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT)Social Skills bespoke timetable for one childCalm boxesNow and next individual boardsIn school roles- buddies, ninjas, play leaders, team captains, safety officers | EP and BEWO verbal advice and supportEarly help meetings and external advice and agency support from family actionSENCo observation and recommendations |
| *Sensory and Physical* | Flexible teaching arrangementsStaff aware of implications of physical impairments and needs of childrenWriting guides for left handed chnPencil grips where req.Use of a handwriting scheme for all children daily developmentFinger exercises daily before writing sessions Small group work sessions with TA or TGuide lines to support children’s writing development sizes accordingly.Classroom adaptations and positioning | Withdrawal area time Additional handwriting practice Independent work stations, work trays set up for withdrawalSensory boxes- resources recommended for specific children by SATSCalm boxesPersonalised visual timetable | Individual 1:2 full time STA support for 2 children Specialist advice and half termly visits from CP- SATS ASCPediatric advice -Appointments prioritised when necessary, CP and ASCSENCo observation and recommendationsWithdrawal spaceRest breaks |
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| **Year 5** | **COHORT: 1X EHCP 7x SEN/D support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | Differentiated curriculum planning, activities, delivery and outcome of QFTIncreased use of visual aids / modelling scaffolding approachMirrored Visual timetables in classesA range of practical resources and writing frames Maths support from STAVisual learning strategies adopted Pre teach strategies used1x weekly 1:1 sessions readingSystematic teaching of RWIRWI grouped and differentiated approach | Keep up maths- Number stacks Pre-Teach Literacy sessionsRWI intervention sessions for those still on the programmeIDL home and school access- regular assessmentsDaily reading sessionTeacher led 1:6 maths session at y2 level objectivesSmall steps used to assess small steps in progressSENCo observations and feedback from IEP targetsIDL access at home and schoolGL Dyslexia screening and reportingDyscalculia screening | EP Verbal and email adviceSATS advisory Clare Raymond to provide support and guidanceAdditional support in English provided via PEP developing confidence in reading and writingSENCo observation and recommendations |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of languageAdopting strategies recommended by Speech and language adviserIncreased visual aids / modelling etc.Visual timetablesUse of symbolsStructured school and class routinesRigidity in routine and expectations | 1x 1:2 Social speaking games sessions weeklyELSA sessionsCarol Grey social stories | Input from ASC SATS (1/2 termly, 1:1) for 2 childrenCarol grey social stories deliveryELSA 1:1 Sessions1:2 STA support full time for EHCP childrenSmall group work sessions addressing small stepsSENCo observation and recommendations |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on colored card systemTeam point / Golden ticket strategies- positive behaviour reward systemRigid whole school / class rulesClass reward systems and whole schoolCircle Time- time to share/ reflectPSHE- ScarfArt of brilliance principles and teachingWhole school assemblies | Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT)Social skills sessions 3x weeklyCalm boxesNow and next individual boardsIn school roles- buddies, ninjas, play leaders, team captains, safety officersBehaviour plans and meetings with parents | EP and BEWO verbal advice and supportHome – school record (daily)Feedback meetings to parents- Early help reviewsPeer mentoring (as appropriate)SENCo observation and recommendations |
| *Sensory and Physical* | Flexible teaching arrangementsStaff aware of implications of physical impairments and needs of childrenWriting guides for left handed chnPencil grips where req.Use of a handwriting scheme for all children daily developmentFinger exercises daily before writing sessions Small group work sessions with TA or TGuide lines to support children’s writing development sizes accordingly.Classroom adaptations and positioning | Bespoke curriculum adaptations and planningLarge print resources and technology used to aid recording for 2 childrenIndependent work stations, work trays set up for withdrawalSensory boxes- resources recommended for specific children by SATSCalm boxes | SATS advice and SATS HLTA SENCo observation and recommendationsWithdrawal spaceRest breaks |

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| **Year 6** | **COHORT: 5x EHCP 11 x SEN/D support** |
| **Area of Need** | **All pupils where appropriate Wave 1** | **Catch –Up****Wave 2** | **SEN/D****Wave 3** |
| *Cognition and Learning* | Differentiated curriculum planning, activities, delivery and outcome of QFTIncreased use of visual aids / modelling scaffolding approachMirrored Visual timetables in classesA range of practical resources and writing frames Maths support from STAVisual learning strategies adopted Pre teach strategies used1x weekly 1:1 sessions readingSystematic teaching of RWIRWI grouped and differentiated approach | Keep up maths- Number stacks Pre-Teach Literacy sessionsRWI intervention sessions for those still on the programmeIDL home and school access- regular assessmentsDaily reading sessionTeacher led 1:6 maths session at y2 level objectivesSmall steps used to assess small steps in progressSENCo observations and feedback from IEP targetsIDL access at home and schoolGL Dyslexia screening and reportingDyscalculia screeningAdditional 0.4 teacher delivering small steps qft teaching sessions | SATs ASC advice regarding learning styles and appropriate teaching strategies.SENCo observation and recommendationsSpecific concrete resources for individuals1:2 x2 full time support assistant |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of languageAdopting strategies recommended by Speech and language adviserIncreased visual aids / modelling etc.Visual timetablesUse of symbolsStructured school and class routinesRigidity in routine and expectations | Weekly social group sessions1x 1:2 Social speaking games sessions daily ELSA support being developed in KS1 and 2 | Input from ASC SATS (1/2 termly, 1:1) for 2 childrenSENCo observation and recommendations1:2 x2 full time support assistant |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card systemTeam point / Golden ticket strategies- positive behaviour reward systemRigid whole school / class rulesClass reward systems and whole schoolCircle Time- time to share/ reflectPSHE- ScarfArt of brilliance principles and teachingWhole school assemblies | Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT)Social Skills group training (2 x weekly, 1:4, TA)Calm boxesNow and next individual boardsIn school roles- buddies, ninjas, play leaders, team captains, safety officersBehaviour plans and meetings with parents | SENCo observation and recommendations1:2 x2 full time support assistant in class |
| *Sensory and Physical* | Flexible teaching arrangementsStaff aware of implications of physical impairments and needs of childrenWriting guides for left handed chnPencil grips where req.Use of a handwriting scheme for all children daily developmentFinger exercises daily before writing sessions Small group work sessions with TA or TGuide lines to support children’s writing development sizes accordingly.Classroom adaptations and positioning  | Withdrawal area timeAdditional handwriting practice daily Independent work stations, work trays set up for withdrawalSensory boxes- resources recommended for specific children by SATSCalm boxes | 1:2 x2 full time support assistant in classWobble cushions and standing desk useWithdrawal spaceRest breaks |

