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 themes  Vocabulary rich environment  Daily number recognition and formation sessions  Daily grouped RWI sessions  Balance of formal and play based activities to suit the developmental stages of all children within the EYFS  Language 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 sessions  Number formation and recognition 1:1 interventions daily  Making sense of autism and autism practice training and implementation | Pediatrics advice  Early Years SENCo advice when requested.  Educational psychology assessment and input  SENCo observation and advice  1x 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 EYFS  1:1 Full time in nursery and reception  Senco teaching and observation time- recommendations made and input into IEP’s |
| *Communication and Interaction* | Tapestry for shared talk  Use of peer to peer support mixed ability activities  Talk partners established and use of 123 routines  Circle time  PSHE- SCARF for Rec and nursery  Daily acts of worship, opportunity to share ideas verbally and develop confidence in social speaking and sharing ideas  Continuous 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 need  Provision changed regularly based on audits and matched to the need of the cohort- or individualized  Specifically purchased resources- talking tins, matched texts to puppets  Making sense of autism and autism practice training and implementation | 2x fulltime class support in Reception classes  1x full time TA to monitor chn during provision and provide additional support for all children that may require this in nursery  Individualised tracking using the AET framework  And assessment tools  SENCo led annual reviews of EHCP (6 Monthly) |
| *Emotional, Behavioural and Social* | Enhanced and continuous provision- Personal, social and emotional focus’.  Consistent routines  School and class rules enforced rigidly  Positive reward and behaviour system in place  Wellbeing committee for whole school  Circle time and class acts of worship daily  Tapestry observations  Informed planning  Art of Brilliance teaching and principles | Rotational small group work sessions daily to encourage social development  Continuous and enhanced provision available- adult intervention to promote developing relationships and provide social and emotional support.  NELI  Social group provision- time to talk  In 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 QFT  Concrete resources / modelling scaffolding approach  Mirrored Visual timetables in classes  A range of practical resources and writing frames  Maths support from STA  Visual learning strategies adopted  Pre teach strategies  1x weekly 1:1 sessions reading  Systematic teaching of RWI  RWI grouped and differentiated approach | RWI interventions daily  Number stacks sessions daily to close gaps  In class Maths TA support in each class  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 sessions  Making sense of autism and autism practice training and implementation | 1:2 fulltime in class support  Educational psychology assessment and input  SENCo observation and advice  IEP’s designed by teachers and actioned by all staff  Assessed 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 language  Adopting strategies recommended by Speech and language adviser  Increased visual aids / modelling etc.  Visual timetables  Use of symbols  Structured school and class routines  Rigidity in routine and expectations | 2X 40 mins- Weekly social group sessions- Time to talk- delivering time to talk with BW  1x 1:2 Social speaking games sessions daily with BW  ELSA sessions weekly for 10 children | Speech and Language therapist advice and visits- recommendations  Input from ASC SATS  SENCo led annual reviews of EHCP  AET Framework for assessing progress  1:2 full time in class support |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card system  Team point / Golden ticket strategies- positive behaviour reward system  Rigid whole school / class rules  Class reward systems and whole school  Circle Time- time to share/ reflect  PSHE- Scarf  Art of brilliance principles and teaching  Whole school assemblies | Small group Circle Time using the developing friendships resources  Calm boxes/ fidgets  Now and next individual boards  ELSA sessions weekly for 10 children  Behaviour plans and reviews  In school roles- buddies, ninjas, play leaders, team captains, safety officers | EP and BEWO verbal advice and support  Early help meetings and external advice and agency support from family action |
| *Sensory and Physical* | Flexible teaching arrangements  Staff aware of implications of physical impairments and needs of children  Writing guides for left handed chn  Pencil grips where req.  Use of a handwriting scheme for all children daily development  Finger exercises daily before writing sessions  Small group work sessions with TA or T  Guide 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 mins  Independent work stations, work trays set up for withdrawal  Sensory boxes- resources recommended for specific children by SATS  Calm boxes | Individual 1:1 support in class when overwhelmed by stimulus  Specialist advice and half termly visits frim CP- SATS ASC  Withdrawal spaces and minimizing sensory input  Additional 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 QFT  Increased use of visual aids / modelling scaffolding approach  Mirrored Visual timetables in classes  A range of practical resources and writing frames  Maths support from STA daily  Visual learning strategies adopted  Pre teach strategies used  1x weekly 1:1 sessions reading  RWI interventions sessions and streaming  RWI grouped and differentiated approach for Y2 | RWI interventions daily  Number stacks sessions daily to close gaps  In class Maths TA support in each class  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 sessions  Making sense of autism and autism practice training and implementation  IDL home and school access- regular assessments  Daily reading  GL Dyslexia screening and reporting  Dyscalculia screening | 1:1 fulltime in class support in 2 classes  Educational psychology assessment and input  SENCo observation and advice  IEP’s designed by teachers and actioned by all staff  Assessed 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 language  Adopting strategies recommended by Speech and language adviser  Increased visual aids / modelling etc.  Visual timetables  Use of symbols  Structured school and class routines  Rigidity in routine and expectations | ELSA deliver to 12 children weekly  Adapted access to the curriculum  Use of iPad for recording  Pre teach strategies  Good autism practice recommendations and training implemented | 1:1 fulltime in class support in 2 classes  Educational psychology assessment and input  SENCo observation and advice  IEP’s designed by teachers and actioned by all staff  Assessed 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 system  Team point / Golden ticket strategies- positive behaviour reward system  Rigid whole school / class rules  Class reward systems and whole school  Circle Time- time to share/ reflect  PSHE- Scarf  Art of brilliance principles and teaching  Whole school assemblies | Small group Circle Time using the developing friendships resources  Calm boxes/ fidgets  Now and next individual boards  ELSA sessions weekly for 10 children  Behaviour plans and reviews supported by SLT  In school roles- buddies, ninjas, play leaders, team captains, safety officers | EP and BEWO verbal advice and support  Early help meetings and external advice and agency support from family action  Family action drawing and talking therapy  Weekly bereavement sessions with AL from time to share |
| *Sensory and Physical* | Flexible teaching arrangements  Staff aware of implications of physical impairments and needs of children  Writing guides for left handed chn  Pencil grips where req.  Use of a handwriting scheme for all children daily development  Finger exercises daily before writing sessions  Small group work sessions with TA or T  Guide 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 boxes  Sensory resources and withdrawal areas with adult support | Individual 1:1 support in class when overwhelmed by stimulus  Specialist advice and half termly visits frim CP- SATS ASC  Withdrawal spaces and minimizing sensory input  Additional supervised rest breaks and lunch cover  SENCo sensory audits for individual children  Withdrawal space  Rest 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 QFT  Increased use of visual aids / modelling scaffolding approach  Mirrored Visual timetables in classes  A range of practical resources and writing frames  Maths and English support from TA in classes  Visual learning strategies adopted  Pre teach strategies used  Weekly 1:1 sessions reading  Systematic teaching of spelling using RWI | Keep up maths- Number stacks  Pre-Teach Literacy sessions  RWI intervention sessions for those still on the programme  IDL home and school access- regular assessments  Daily reading session  Teacher led 1:6 maths session at y2 level objectives  Small steps used to assess small steps in progress  SENCo observations and feedback from IEP targets  IDL access at home and school  GL Dyslexia screening and reporting  Dyscalculia screening | No children at wave 3 |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language  Adopting strategies recommended by Speech and language adviser  Increased visual aids / modelling etc.  Visual timetables  Use of symbols  Structured school and class routines  Rigidity in routine and expectations | ELSA support being developed in KS1 and 2  Set up keyworkers- talking activities for daily set up  Visuals 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 system  Team point / Golden ticket strategies- positive behaviour reward system  Rigid whole school / class rules  Class reward systems and whole school  Circle Time- time to share/ reflect  PSHE- Scarf  Art of brilliance principles and teaching  Whole school assemblies | Calm boxes  Now and next individual boards  Circle time and PSHE sessions  Weekly ELSA sessions  In school roles- buddies, ninjas, play leaders, team captains, safety officers  Volcano in my tummy individual sessions | No children at wave 3 |
| *Sensory and Physical* | Flexible teaching arrangements  Staff aware of implications of physical impairments and needs of children  Writing guides for left handed chn  Pencil grips where req.  Use of a handwriting scheme for all children daily development  Finger exercises daily before writing sessions  Small group work sessions with TA or T  Guide lines to support children’s writing development sizes accordingly.  Classroom adaptations and positioning | Withdrawal area time  Independent work stations, work trays set up for withdrawal  Sensory boxes- resources recommended for specific children by SATS  Calm 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 QFT  Increased use of visual aids / modelling scaffolding approach  Mirrored Visual timetables in classes  A range of practical resources and writing frames  Maths support from STA  Visual learning strategies adopted  Pre teach strategies used  1x weekly 1:1 sessions reading  Systematic teaching of RWI  RWI grouped and differentiated approach | Keep up maths- Number stacks  Pre-Teach Literacy sessions  RWI intervention sessions for those still on the programme  IDL home and school access- regular assessments  Daily reading session  Teacher led 1:6 maths session at y2 level objectives  Small steps used to assess small steps in progress  SENCo observations and feedback from IEP targets  IDL access at home and school  GL Dyslexia screening and reporting  Dyscalculia screening | SATS advice for ASC Visits upon request and when available  EP advice and review  EHCP annual reviews  SENCo observation and recommendations  Bespoke 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 language  Adopting strategies recommended by Speech and language adviser  Increased visual aids / modelling etc.  Visual timetables  Use of symbols  Structured school and class routines  Rigidity in routine and expectations | ELSA support sessions weekly  Carol Grey stories  Check in sessions  End of day check ins  Regular home communication | Carol grey social stories delivery  ELSA 1:1 Sessions  1:2 STA support full time for EHCP children  Small group work sessions addressing small steps  1:1 writing focus sessions  SENCo observation and recommendations |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card system  Team point / Golden ticket strategies- positive behaviour reward system  Rigid whole school / class rules  Class reward systems and whole school  Circle Time- time to share/ reflect  PSHE- Scarf  Art of brilliance principles and teaching  Whole school assemblies | Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT)  Social Skills bespoke timetable for one child  Calm boxes  Now and next individual boards  In school roles- buddies, ninjas, play leaders, team captains, safety officers | EP and BEWO verbal advice and support  Early help meetings and external advice and agency support from family action  SENCo observation and recommendations |
| *Sensory and Physical* | Flexible teaching arrangements  Staff aware of implications of physical impairments and needs of children  Writing guides for left handed chn  Pencil grips where req.  Use of a handwriting scheme for all children daily development  Finger exercises daily before writing sessions  Small group work sessions with TA or T  Guide 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 withdrawal  Sensory boxes- resources recommended for specific children by SATS  Calm boxes  Personalised visual timetable | Individual 1:2 full time STA support for 2 children  Specialist advice and half termly visits from CP- SATS ASC  Pediatric advice -Appointments prioritised when necessary, CP and ASC  SENCo observation and recommendations  Withdrawal space  Rest 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 QFT  Increased use of visual aids / modelling scaffolding approach  Mirrored Visual timetables in classes  A range of practical resources and writing frames  Maths support from STA  Visual learning strategies adopted  Pre teach strategies used  1x weekly 1:1 sessions reading  Systematic teaching of RWI  RWI grouped and differentiated approach | Keep up maths- Number stacks  Pre-Teach Literacy sessions  RWI intervention sessions for those still on the programme  IDL home and school access- regular assessments  Daily reading session  Teacher led 1:6 maths session at y2 level objectives  Small steps used to assess small steps in progress  SENCo observations and feedback from IEP targets  IDL access at home and school  GL Dyslexia screening and reporting  Dyscalculia screening | EP Verbal and email advice  SATS advisory Clare Raymond to provide support and guidance  Additional support in English provided via PEP developing confidence in reading and writing  SENCo observation and recommendations |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language  Adopting strategies recommended by Speech and language adviser  Increased visual aids / modelling etc.  Visual timetables  Use of symbols  Structured school and class routines  Rigidity in routine and expectations | 1x 1:2 Social speaking games sessions weekly  ELSA sessions  Carol Grey social stories | Input from ASC SATS (1/2 termly, 1:1) for 2 children  Carol grey social stories delivery  ELSA 1:1 Sessions  1:2 STA support full time for EHCP children  Small group work sessions addressing small steps  SENCo observation and recommendations |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on colored card system  Team point / Golden ticket strategies- positive behaviour reward system  Rigid whole school / class rules  Class reward systems and whole school  Circle Time- time to share/ reflect  PSHE- Scarf  Art of brilliance principles and teaching  Whole school assemblies | Small group Circle Time using the developing friendships resources (as appropriate, 1:4 TA or CT)  Social skills sessions 3x weekly  Calm boxes  Now and next individual boards  In school roles- buddies, ninjas, play leaders, team captains, safety officers  Behaviour plans and meetings with parents | EP and BEWO verbal advice and support  Home – school record (daily)  Feedback meetings to parents- Early help reviews  Peer mentoring (as appropriate)  SENCo observation and recommendations |
| *Sensory and Physical* | Flexible teaching arrangements  Staff aware of implications of physical impairments and needs of children  Writing guides for left handed chn  Pencil grips where req.  Use of a handwriting scheme for all children daily development  Finger exercises daily before writing sessions  Small group work sessions with TA or T  Guide lines to support children’s writing development sizes accordingly.  Classroom adaptations and positioning | Bespoke curriculum adaptations and planning  Large print resources and technology used to aid recording for 2 children  Independent work stations, work trays set up for withdrawal  Sensory boxes- resources recommended for specific children by SATS  Calm boxes | SATS advice and SATS HLTA  SENCo observation and recommendations  Withdrawal space  Rest 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 QFT  Increased use of visual aids / modelling scaffolding approach  Mirrored Visual timetables in classes  A range of practical resources and writing frames  Maths support from STA  Visual learning strategies adopted  Pre teach strategies used  1x weekly 1:1 sessions reading  Systematic teaching of RWI  RWI grouped and differentiated approach | Keep up maths- Number stacks  Pre-Teach Literacy sessions  RWI intervention sessions for those still on the programme  IDL home and school access- regular assessments  Daily reading session  Teacher led 1:6 maths session at y2 level objectives  Small steps used to assess small steps in progress  SENCo observations and feedback from IEP targets  IDL access at home and school  GL Dyslexia screening and reporting  Dyscalculia screening  Additional 0.4 teacher delivering small steps qft teaching sessions | SATs ASC advice regarding learning styles and appropriate teaching strategies.  SENCo observation and recommendations  Specific concrete resources for individuals  1:2 x2 full time support assistant |
| *Communication and Interaction* | Differentiated curriculum planning, activities, delivery and outcome e.g. consideration of use of language  Adopting strategies recommended by Speech and language adviser  Increased visual aids / modelling etc.  Visual timetables  Use of symbols  Structured school and class routines  Rigidity in routine and expectations | Weekly social group sessions  1x 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 children  SENCo observation and recommendations  1:2 x2 full time support assistant |
| *Emotional, Behavioural and Social* | Whole school behaviour policy based on coloured card system  Team point / Golden ticket strategies- positive behaviour reward system  Rigid whole school / class rules  Class reward systems and whole school  Circle Time- time to share/ reflect  PSHE- Scarf  Art of brilliance principles and teaching  Whole 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 boxes  Now and next individual boards  In school roles- buddies, ninjas, play leaders, team captains, safety officers  Behaviour plans and meetings with parents | SENCo observation and recommendations  1:2 x2 full time support assistant in class |
| *Sensory and Physical* | Flexible teaching arrangements  Staff aware of implications of physical impairments and needs of children  Writing guides for left handed chn  Pencil grips where req.  Use of a handwriting scheme for all children daily development  Finger exercises daily before writing sessions  Small group work sessions with TA or T  Guide lines to support children’s writing development sizes accordingly.  Classroom adaptations and positioning | Withdrawal area time  Additional handwriting practice daily  Independent work stations, work trays set up for withdrawal  Sensory boxes- resources recommended for specific children by SATS  Calm boxes | 1:2 x2 full time support assistant in class  Wobble cushions and standing desk use  Withdrawal space  Rest breaks |

