



# WHOLE SCHOOL PROVISION MAP

## Cognition & Learning

### UNIVERSAL APPROACH

High expectations of children and appropriate challenge for all

Clear learning objectives and differentiated outcomes and instructions

Clear feedback and next steps in their learning – children involved in the process and given time to respond

Behaviour for Learning at the heart of lessons /school ethos

Working walls to support key learning points

Visual Timetables

Access to ICT to help reduce barriers to learning

Writing frames or alternatives to written recording when writing is not the primary objective

In class TA Support

Multisensory learning approach (visual, auditory and kinaesthetic)

Planning emphasises what children will learn based on an assessment of what the child already knows and can do

Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals

Use of writing frames and scaffolding

Structured school and class routines

### SEND SUPPORT & EHCP PROVISION

1:1 and/or small group support

Precision teaching

Phonics (group and 1:1)

Writing intervention

Maths interventions

EP Assessment & Intervention

Dyslexia Screening & Assessment

In class support

Pre and post teaching

Speech & Language assessment and therapy

Numicon and concrete maths activities





## Communication & Interaction

### UNIVERSAL APPROACH

Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language

Increased visual aids / modelling etc

Visual timetables

Use of symbols

Structured school and class routines

BSL

Soundfield in all classrooms

### SEND SUPPORT & EHCP PROVISION

In class support

Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support program

Input from Autism Outreach Team

Visual timetable and now and next board

ICT – Communicate in Print 2; PECS, BSL

Lego Therapy

Social Stories

Access to the Sunshine Room

Attention Autism

Support from the Autism Champion





## Social, Emotional & Mental Health

### UNIVERSAL APPROACH

Whole school positive behaviour policy

Circle Time

Reward System/ certificates / House Reward System

Assemblies: Achievement Assembly once a week

Talk Time

Zones of Regulation

CUES-ED Emotional Wellbeing & resilience Program  
for all Year 4 children

Rap Therapy

Place to Be Intervention

Fidget toys and cushions

Count down timers and visual timers

### SEND SUPPORT & EHCP PROVISION

Social Skills group

Individual reward system

Home – school communication books

Natural Thinkers

Chance UK Mentoring

SEN Cookery Intervention

ELSA Intervention

Year 6 transition support

Personalised Zones of Regulation Intervention


Social Stories

Sensory diets

Family Group Therapy

Behaviour books and charts

Drama / Art Therapy





## Sensory And / Or Physical

### UNIVERSAL APPROACH

Flexible teaching arrangements

Staff aware of implications of physical impairment

Writing slopes

Pencil grip

Lift

Sound fields in all classrooms

Foot rests

OT School Resource Pack

### SEND SUPPORT & EHCP PROVISION

Fine Motor Skills group

Gross Motor Skills group

Additional handwriting practice

Individual support in class during PE and lunch time

Reasonable adjustments to environment to support access

Manual Handling and Hoist trained staff

Mobile and static hoist

Sensory Diets

Radio aids and Receivers

Access to Sunshine Room

Trained Teacher of the Deaf

BSL Trained Learning Support Assistants

OT Referral and Assessment

