

# Pupil Provision

## Tier 1: Universal offer for all

Tier 1 is for **all pupils** which is underpinned by **Quality First Teaching**.

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| <ul style="list-style-type: none"> <li>• PSED programme</li> <li>• Healthy Movers</li> <li>• Fine motor activities</li> <li>• Daily stories and songs</li> <li>• Concrete resources</li> <li>• Visual prompts</li> <li>• Teacher modelling</li> <li>• Small group and individual support to complete tasks</li> <li>• Equipment</li> </ul>  | <ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Progressive routines</li> <li>• Phonics and Number working wall</li> <li>• Indoor and outdoor environment enhancements</li> <li>• Progressive areas</li> <li>• Behaviour for learning expectations</li> <li>• Interleaved teaching</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Literacy prompt resources – Sentence starters, word banks, writing frames, structural support</li> <li>• Maths concrete resources</li> <li>• Phonic interventions for catch up</li> <li>• Key words for topics</li> <li>• Structured routines</li> <li>• Consistent lesson design</li> <li>• Interleaved learning</li> </ul> | <ul style="list-style-type: none"> <li>• How do you spell..? on working wall Phoneme and word level</li> <li>• Whole class Regulation activities – Chair based regulation, mindfulness bubbles, Walk and talk (pm)</li> <li>• Flexible groupings</li> <li>• Flexible seating</li> <li>• Behaviour for learning expectations</li> <li>• Equipment: pencil grips, overlays, slopes</li> </ul> |
| <ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Manipulatives available during Maths lessons</li> <li>• Movement breaks/chair-based regulation</li> <li>• Literacy prompt resources</li> <li>• Working walls</li> <li>• Structured routines</li> <li>• Behaviour for learning expectations</li> </ul>  | <ul style="list-style-type: none"> <li>• Flexible seating/groupings</li> <li>• Transition support</li> <li>• Consistent lesson design</li> <li>• Equipment: pencil grips, overlays, slopes</li> <li>• Interleaved learning</li> </ul>   |

## Tier 2: Targeted provision

Tier 2 is additional support for **some pupils** as part of an intervention or support plan.

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| <p><u>Communication programmes</u></p> <ul style="list-style-type: none"> <li>• Early talk boost</li> <li>• Wellcomm</li> <li>• Early words together</li> <li>• Chatting with children</li> </ul> <p><u>Cognition and Learning:</u></p> <ul style="list-style-type: none"> <li>• Writing frames adjusted</li> <li>• Reduced instructions</li> <li>• Daily phonics interventions</li> <li>• SALT strategies</li> </ul>  | <p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>• PSED activities in small groups</li> <li>• 'Chatting with children'</li> </ul> <p><u>Classroom routine:</u></p> <ul style="list-style-type: none"> <li>• Pictorial instructions</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Adapted learning targets and expectations</li> <li>• Matching and sorting activities (words and pictures)</li> <li>• Writing frames/templates adjusted</li> <li>• Reduced or highlighted text examples</li> <li>• Visual prompts (Photos etc)</li> <li>• Pre/Post teaching (Ongoing in lessons)</li> <li>• Highlighted key questions and vocabulary</li> <li>• Access to assisted technology Talking postcards etc</li> <li>• ELSA</li> </ul> | <ul style="list-style-type: none"> <li>• Instructional Chunking</li> <li>• Future Steps programmes</li> <li>• Bespoke small step instructions</li> <li>• 1:1 or small group teacher/TA support</li> <li>• Scribing by adult</li> <li>• Writing from the board printed out to support tracking</li> <li>• Sensory adaptations – ear defenders, fidget toys</li> <li>• Chunking outcome of work</li> <li>• Individual regulation activities</li> <li>• Group catch-up support</li> </ul> |
| <ul style="list-style-type: none"> <li>• Sensory support – Therabands on chairs, Wobble cushion, chew buddies</li> <li>• Instructional Chunking</li> <li>• Chunking Outcome of work</li> <li>• Reduce writing tasks</li> <li>• Adapted learning targets and expectations</li> <li>• ELSA</li> </ul>  | <ul style="list-style-type: none"> <li>• Bullet point answers</li> <li>• Writing from the board printed out to support tracking</li> <li>• Visual clues and pictorial support</li> <li>• Enlarged text for reading tasks</li> <li>• Reduced text examples</li> </ul>   |

## Tier 3: Specific provision

Tier 3 is highly individualised for a **few pupils**.

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| <ul style="list-style-type: none"> <li>• SALT interventions</li> <li>• Physiotherapy exercises</li> <li>• Now and next</li> <li>• Individual pictorial instructions</li> <li>• 1:1 Intervention</li> <li>• Referrals to outside agencies: Educational Psychology, Counselling and Occupational Therapy</li> <li>• Flexible timetables</li> </ul> |
| <ul style="list-style-type: none"> <li>• SALT interventions</li> <li>• 1:1 interventions</li> <li>• Access arrangements in place</li> <li>• Referrals to outside agencies: Educational Psychology Counselling and Occupational Therapy</li> <li>• Access to ICT</li> <li>• Flexible timetables</li> </ul>  |
| <p>Alternative activities to demonstrate understanding:</p> <ul style="list-style-type: none"> <li>• Limited writing tasks (scribe/pictures)</li> <li>• Video recording of verbal answers to questions</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Referrals to outside agencies: Counselling Educational Psychology and Occupational Therapy</li> <li>• Targeted catch-up support</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Access to ICT</li> <li>• Full bespoke curriculum</li> <li>• Phonic intervention 1:1</li> <li>• Access arrangements</li> </ul>   |

EYFS

KS1

KS2

Custodia

Humanitas