



St Mary's Catholic Primary Provision Map- Overview 2023-2024

<u>Area of Need</u>	<u>Universal (Wave 1)</u>	<u>Targeted (Wave 2)</u>	<u>Specific (Wave 3)</u>
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Adapted curriculum planning, activities, delivery and outcome • Quality First Teaching / High quality inclusive teaching • Increased visual aids / modelling • Visual timetables • Illustrated dictionaries • ACE Dictionaries • Use of writing frames / verbal writing frame • Access to ICT • In class support from TA / LSA • Focused group work e.g. guided reading, guided writing with class teacher. • Concrete manipulatives available in all Maths lessons 	<ul style="list-style-type: none"> • Booster groups using PiXL Therapies • Testbase revision and questioning • In class support from TA • Individual reading with TA • Small group intervention, e.g. pre learning and over learning • Small group work to consolidate for literacy and numeracy • Numicon • Additional intensive literacy support groups, e.g. Rapid Reading Programme or Bug Club Phonics Support • Working Memory games • Parental discussion with the SENDCo 	<ul style="list-style-type: none"> • Additional phonics lessons using Bug Club Phonics • Additional individual reading • One Page Profiles • Maths support and screening using Dynamo Maths. • Precision Teaching and precision style teaching (where required) • Use of TEACCH resources • Referral to SES (Specialist Education Services) for external agency support • Solutions Circle multi-agency consultation meetings • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying)

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Adapted curriculum, planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling etc. • Maths Mastery and use of full sentences for numeracy • Visual timetables • Use of symbols and pictures • Structured school and class routines • Vocabulary banks displayed on topic / working walls. • Circle Time activities / PSHE input, Early Minds – Well-being Resource Boxes KS1+KS2 • Sentence stems • Language Link Assessments (EYFS, Yr 1 & Yr2) 	<ul style="list-style-type: none"> • In class support from TA with some focus on supporting speech and language • Additional use of ICT. • Pre-teaching of sounds and Guided Reading texts. • Talking Partners • Social Stories™ • Behaviour Plans/Charts; talk time with CT or SENDCo. • PECS • Makaton • Proloquo 2 Go™ • Widgeit™ symbols to support PECS and Makaton • Parental discussion with the SENDCo 	<ul style="list-style-type: none"> • Speech and Language support from SALT, followed up in school • ASC SALT sessions • Referral to SES (Specialist Educational Services) for external agency support • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying)
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<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Whole school behaviour Policy • Whole school / class rules • Class reward and sanctions systems • Extra-curricular clubs • Buddy scheme / reflection time with CT /SENDCo or SLT • Verbalisation of emotions by adults embedded in all lessons • The use of Restorative Practice embedded across the school • Silent Prayer 	<ul style="list-style-type: none"> • Small group support • Support for unstructured times, e.g. lunchtime • Talking Partners • Break time cards • Brain Break Cards • The use of the Willow Garden as a reflective / calming area. • Colour Monsters KS1 • Zones of Regulation KS2 • Parental discussion with the SENDCo 	<ul style="list-style-type: none"> • Individual mentoring with CT or Key Stage Leader • Drawing and Talking therapy with trained facilitators • Individual reward system HT awards etc. • Social skills support / Social stories. • Bespoke intervention /support based on Boxall Profiling • Specialist Education Service (SES) – core offer • Buddy scheme with friends • Emotional literacy activities • Talk Time with school nurse following referral and acceptance on case-load. • Use of a Calm Box • Workstations in and out of class • Referral to SES (Specialist Education Services) for external agency support • Solutions Circle multi-agency consultation meetings • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying)
<p>Sensory and</p>	<ul style="list-style-type: none"> • Staff aware of implications of 	<ul style="list-style-type: none"> • Adapted keyboard 	<ul style="list-style-type: none"> • Individual support in class during PE

<p>Physical</p>	<p>physical impairment</p> <ul style="list-style-type: none"> • Medical support and guidance when necessary • Pen grips • Writing slopes • Move-N-Sit cushions. • Ear defenders • ICT access • Coloured paper (pink, blue, green etc. • Coloured overlays. • Teachers aware to avoid white backgrounds on class presentations. 	<p>(where required)</p> <ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment e.g. writing slopes, pen grips • Motor skills programme for small group e.g. Gym Trail or Smart Moves • Sensory box for use in class (individual) • Sensory Circuits with trained facilitators. 	<p>where required.</p> <ul style="list-style-type: none"> • Access to ICT • Personalised Learning Programme based on Professional advice • Specialist coloured resources • Sensory Circuits and bespoke programmes. • Fully equipped Sensory Room • Sensory massage as advised by Occupational Therapy Team • Bean bags for Sensory support • Weighted snake for Sensory support • Referral to SES (Specialist Education Services) for external agency support • Solutions Circle multi-agency consultation meetings • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying)
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