



St Mary's Catholic Primary Provision Map- Overview 2022-2023

<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"> • Differentiated 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 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 • Pupil Passports • Maths support using Plus 1 and Power of 2 • Maths support and screening using Dynamo Maths. • 1:1 Numicom • Precision Teaching and precision style teaching • 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"> • Differentiated 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 • Sentence stems • Language Link Assessments (EYFS, Yr 1 & Yr2) • EAL assessment / screening (All Year groups) 	<ul style="list-style-type: none"> • In class support from TA with some focus on supporting speech and language • Additional use of ICT, e.g. Clicker 8 or Word Dictation. • 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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**Social,
Emotional and
Mental Health**

- 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

- Small group support
- Support for unstructured times, e.g. lunchtime
- Talking Partners
- Break time cards
- The use of the Willow Garden as a reflective / calming area.
- Colour Monsters KS1
- Zones of Regulation KS2
- Parental discussion with the SENDCo

- Individual mentoring with CT or Pastoral Key Stage Leader
- Drawing and Talking therapy with trained facilitators
- Individual reward system
- Social skills support / Social stories.
- Bespoke intervention /support based on Boxall Profiling
- Specialist Education Service (SES) – core offer
- Buddy scheme with friends
- Confidence building/Self- esteem work within ELSA
- Emotional literacy activities
- Trained Emotional Literacy Support Assistant (ELSA)
- 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 Physical</p>	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment • Medical support and guidance when necessary • Pen grips • Writing slopes • Move-N-Sit cushions. • ICT access • Coloured paper (pink, blue, green etc. • Coloured overlays. • Teachers aware to avoid white backgrounds on class presentations. 	<ul style="list-style-type: none"> • Additional keyboard skills • 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 • Sensory Circuits with trained facilitators. • Sensory feel boards / activities strategically placed around the school. 	<ul style="list-style-type: none"> • Individual support in class during PE where required. • Access to ICT • Personalised Learning Programme based on Professional advice • Enlarged resources • 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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