

Whole School Provision Map

Need	Wave 1 (Quality first teaching by teacher in class)	Wave 2 (More support in class often in groups with a Teaching Assistant or teacher)	Wave 3(A more individualised programme tailored to individual needs)
Interaction & Communication	Structured school and classroom routines Simplified language Class visual timetables Use of symbols/prompt cards Increased visual aids/ modelling Circle time Quiet working environment Pre-teaching Scaffolding talk	In class TA support in mornings to aid the understanding of task Task break down sheet Parental discussion with SENCO	ELKLAN (speech and language support) Individual visual timetable/visual task organiser Use of ICT – communicate in print, clicker Mentor Social stories Makaton Speech and Language Therapy Own work stations Individual visual timetable Playtime supervision Language Link Chatterbox – EYFS Lego Therapy Pupil profiles
Cognition and Learning	Letters and sound Look Say Cover Write Check Attack spelling Reinforcement of HFW (sight vocabulary) Differentiated outcome Differentiated delivery/Slower lesson pace Visual timetables Illustrated dictionaries/word banks Writing frames Nursery rhymes, music games ICT as aid to learning Partner work Numicon Role play/drama Mind maps Guided reading/shared reading Multisensory teaching strategies Visual concrete materials (maths and literacy) Extra time	Sound Discovery Phonics games and activities Overlearning Comprehension groups Numeracy workout Prompt cards TA support for proof reading Literacy and Numeracy Booster groups Parent discussion with SENCO	Dancing Bears Rising Stars maths intervention Precision teaching Power of 2 Plus 1 Times tables individual books Numicon - closing the gap Memory boost Word shark Number shark Pupil profiles Write from the Start SNIP Beat Dyslexia Class Texts sent home

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<p>Social, Emotional, And Mental Health</p> <p>Wellbeing day activities</p>	<p>School Behaviour Policy</p> <p>Flexible teaching arrangements</p> <p>Sensitive teaching arrangements</p> <p>Class visual timetables</p> <p>Structured school and classroom routines</p> <p>Target sheets</p> <p>Clear expectations</p> <p>Circle time</p> <p>PSHE lessons on mental health and wellbeing</p>	<p>Feelings groups</p> <p>Target sheets</p> <p>Liaison home/school</p> <p>Task break down sheets</p> <p>PSHE groups</p> <p>Parental discussion with SENCO</p>	<p>Own workstation</p> <p>Playtime supervision</p> <p>Time to Talk to audit</p> <p>Individual timetable</p> <p>Sensory room</p> <p>Social stories</p> <p>Break cards</p> <p>Drawing and talking</p> <p>Socially speaking intervention</p> <p>Access to age appropriate apps</p> <p>Outside agency support</p> <p>Pupil profiles</p>
<p>Sensory & Physical</p>	<p>Teacher aware of sensory implications and physical impairment</p> <p>Differentiated resources (writing slops, chair bands, wobble cushions, pencil grips, coloured books and fiddle toys)</p> <p>Specific P.E. activities</p> <p>Enlarged photocopies/ individual copies</p> <p>Alternative methods of recording (ICT, post it notes, through photographs)</p> <p>Visual timetables</p> <p>Activate</p> <p>Yoga</p>	<p>Handwriting support</p> <p>Parental discussions with SENCO</p>	<p>OT programmes</p> <p>Sensory room</p> <p>Sensory toys and aids</p> <p>Sensory massage</p> <p>Pupil profiles</p> <p>Gym trail</p>