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| **Whole School Provision Map** | | | |
| **Area of Need** | Wave 1 – Quality First Teaching | Wave 2 - Both | Wave 3 1:1 intervention |
| Provision | Provision | Provision |
| **Cognition and learning** | * Differentiated curriculum * Differentiated delivery * Differentiated outcome * Increased visual aids * Visual timetables * Use of writing frames * Vocabulary to support lessons with picture cues. | * Handwriting’ Keep up , catch up ‘ * Small group reading ‘Keep up , catch up’ * Group support in maths * Phonic catch-up 1-1 and small groups. * Precision phonics * Precision maths * Small group – supported by LSP/A/HLTA | * Speech and Language intervention * 1:1 phonic mentoring, * 1:1 withdrawal precision teaching for literacy basics skills * 1:1 withdrawal precision teaching for maths. * Groups for maths addressing key area from baselines each half term. * Groups for reading addressing key area from baselines each half term. * Supporting children with gaps in their mathematical understanding * 1:1 reading phonics |
| **Communication and interaction** | * Flexible teaching arrangements * Structured school and class resources * Differentiated curriculum delivery * Differentiated outputs * Increased visual aids * Use of symbols and pictures * EAL resources used within class * Vocabulary to support lessons with picture cues. | * Early language intervention group * Speech and language therapy programme delivery within class. * Target Communication with symbols and pictures for EAL and low achievers. * Nuffield Early Language Intervention tuition (NELI) in small groups | * Speech and language intervention * 1:1 withdrawal for literacy or numeracy work * Speech and language therapy programme delivery-1:1 * Turnabout programme * 1:1 language programme – EAL * Emotion cards * Communication in print software * Sandwell language and communication intervention Reception. |
| **Area of Need** | * Wave 1 - provision | * Wave 2 - provision | * Wave 3 1:1 intervention |
| **Social, emotional & mental health** | * Whole school and class rewards system * Whole school and class rules * Whole school policy for behaviour * Circle time * PSED * Behaviour boards * Healthy Mind, Happy Me curriculum | * Behaviour charts * Playground buddies * Social stories * Small group nurture with learning mentor | * Time to Talk – break times with staff mental health support. * Individual behaviour target tracking sheets completed daily * Nurture Groups * Lego Therapy * Lunch time – games to learn to take turns. * Chill out zone rethink sheets * Behaviour trackers * ABCC charts * 1:1 nurture with learning mentor * 1:1 counselling with school therapist (Murray Hall) * 1 x 30 mins week with behaviour support from inclusion support. * 5-point scale feelings * Emotion cards * 5-point scale emotional coaching. |
| **Sensory and physical** | * Teacher awareness of sensory and physical needs * Availability of resources * Write dance * Differentiated resources | * Brain Gym * Dough gym * Dough disco * Scissors * Triangular pencils/ white board pens * Pencil grips * Specialist equipment * Desk booster * Write dance | * One to one support following OT programme those that have agency support. * One to one support following Physiotherapy programme * Large print * Write from the Start-handwriting programme all classes. * Adaptation of resources * Resources for sensory accessible for staff. * Sensory equipment and resources accessible to support children. |