

Overview Provision Map

Area of Code of Practice: Cognition & Learning			
Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> • Differentiated curriculum planning and work • Differentiated delivery e.g. simplified language, slower lesson pace • Differentiated outcome e.g. cartoon strip, bullet points, mind-maps instead of written prose, use of ICT • Visual timetables • Illustrated dictionaries / spellcheckers • Use of writing frames / picture strips/sentence stems. 	<ul style="list-style-type: none"> • In-class T/TA English and maths support, target groups • Multi-sensory letter formation • Word reading targets • Spelling practice book • Spelling practice group • Differentiated resources e.g. word mats. • Personal vocabulary books • Increased visual aids / modelling etc • Phonic gap intervention • Makaton friendly learning environment 	<ul style="list-style-type: none"> • In-class T/TA English and maths support, target groups • Focused one to one support • Multi-sensory letter formation • Spelling practice groups/one to one • 1-1 precision teaching - for English or maths vocabulary • Phonics programmes: 1-2-1 phonics intervention • English programmes for reading and spelling: Toe by Toe, Word Shark, 10 minute literacy box, paired reading • Maths programmes: Number shark, 10 minute maths box, Numicon to support basic maths skill development • Individual arrangements for SATs • Use of ICT - voice recorders, digital cameras, iPads • Additional planning and arrangements for transition • 1:1 Pre-teaching of vocabulary 	<ul style="list-style-type: none"> • 1-1 individual support in class to facilitate access to curriculum • English programmes: Toe by Toe, Word Shark, 10 minute literacy box, paired reading, phonic word builder • Personalised iPad with apps to support learning progress • Maths programmes: Number shark, 10 minute maths box, • Individual arrangements for SATs • Additional planning and arrangements for transition

Overview Provision Map

Area of Code of Practice: Sensory & Physical			
Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. Seating, pupil able to move at will to access lesson • Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers. • Availability of resources e.g. writing slopes, pencil grips, coloured overlays and paper. 	<ul style="list-style-type: none"> • Brain gym exercises - e.g. in group as lesson warm-up • Cool Kids motor skill program • Handwriting and fine motor programmes - 'A hand for spelling'; 'Beat Dyslexia' • Visual / Auditory perception group activities 	<ul style="list-style-type: none"> • Sensory snack/Sensory Diet implemented for pupils with a high level of arousal • Teacher use of resources e.g. radio mike for hearing impaired/weighted lap cushions for children with sensory needs • Input from OT to monitor pupils needs and safety, to give discreet support as required e.g. physically impaired child • Individual speech therapy and language support by T/TA • Provision of specialist equipment e.g. seating, ICT • Individual handwriting / fine motor / keyboard skills training • Individual arrangements for SATs • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • Sensory snack/Sensory Diet implemented for pupils with a high level of arousal • 1-1 individual support in class to facilitate access to curriculum e.g. TA text enlargement and adaptation of learning materials • 1-1 Physiotherapy programme • Individual speech therapy and language support by T/TA • Provision of specialist equipment e.g. seating, ICT, ear defenders, sensory area in class • Individual handwriting / fine motor / keyboard skills training • Additional planning and arrangements for transition

Overview Provision Map

Area of Code of Practice: Behaviour, Emotional & Social			
Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> • Praise assembly certificates • School rules • Whole school policy for behaviour management - <i>Great to be Gold</i> • Class discussion and peer reflection • School council peer support. • Peer mediation • Buddy system • 	<ul style="list-style-type: none"> • Small group discussion and peer reflection time • Bereavement support service • Home/School report card • Social skills small group work • Friends for life • Wishes and feelings work. 	<ul style="list-style-type: none"> • Individual arrangements for SATs • 1-1 programme to develop positive learning behaviour with learning mentor e.g. Anger Management Techniques, Individual Contract and / or Reward System • Home School Contract • Behaviour Support Team - individual intervention • TA 1-1 support - used to support and monitor targets and / Pastoral Support Programme • Additional planning and arrangements for transition • FSA liason with parents • Parenting skills workshops • Nurture group 	<ul style="list-style-type: none"> • Individual arrangements for SATs • 1-1 programme to develop positive learning behaviour with learning mentor e.g. Anger Management Techniques, Individual Contract and / or Reward System • Home School Contract • Behaviour Support Team - individual intervention • TA 1-1 support - used to support and monitor targets and / or Pastoral Support • Additional planning and arrangements for transition • FSA liason with parents • Parenting skills workshops • Nurture group

Overview Provision Map

Area of Code of Practice: Communication & Interaction			
Quality First Inclusive Teaching	Additional Response	SEN support/SEN support Consultation Phase	EHCP
<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. cartoon strip instead of written prose • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Use of Makaton within setting • Whole school EAL strategies 	<ul style="list-style-type: none"> • In-class TA support • Social skills training group • Break time/lunch time monitoring • Speech and language group support • Visual timetables • Use of pictures and symbols • Assessment and 1-2-1 Speech Therapy sessions regularly within school • Wellcomm Speech and Language Toolkit - Screening and Intervention 	<ul style="list-style-type: none"> • Alternative means of communication - e.g. Teacher / class use of signing • Speech and language group support • 1-2-1 speech therapy sessions - delivered by Speech Therapist regularly within school and/or TA • Individual arrangements for SATs • Visual timetable / visual task organiser • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • Alternative means of communication - e.g. Teacher / class use of signing • 1-2-1 speech therapy sessions - delivered by Speech Therapist regularly within school and/or TA • Visual timetable / visual task organiser • Colourful Semantics