

## Whole School Provision Map Quality First Teaching

<b>Provision Map: Social, Emotional and Mental Health</b> <i>Anxiety, depression, attachment disorder and ADHD / ADD</i>		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Consistent approach by adults</li> <li>• PSHE Curriculum—SCARF</li> <li>• Staff trained in safeguarding</li> <li>• Zones of Regulation</li> <li>• Reward system including house points, golden sticker DOJOIS</li> <li>• Pre-registration soft start to the day (08:40 - 08:45 arrival)</li> <li>• Brain breaks</li> <li>• Monitoring of incidents (CPOMS)</li> </ul>	<ul style="list-style-type: none"> <li>• Worry Box/feelings box</li> <li>• Social/Nurture Group</li> <li>• Alternative soft start activities</li> <li>• Playground monitoring</li> <li>• Buddy system</li> <li>• Home/school communication system</li> <li>• Organisational reminders</li> <li>• Allocated seating</li> <li>• Additional movement/sensory breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory resources</li> <li>• Access to quieter areas in class</li> <li>• Person centred tools</li> <li>• Key adult</li> <li>• 1:1 Zones of Regulation work</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Individual timetable</li> <li>• Risk assessment</li> <li>• Reduced timetable</li> <li>• External support including: School nursing service, NESSie, CAMHs, Action for children</li> </ul>



### **Provision Map: Sensory and Physical Needs**

*Visual impairments, hearing impairments, physical disabilities and sensory disorders*

<b>All pupils will have...</b>	<b>Some pupils will have...</b>	<b>A few children will have...</b>
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Regular handwriting practice</li> <li>• Regular fine motor activities (KS1)</li> <li>• Pencils and scissors tailored to their needs</li> <li>• Brain breaks</li> <li>• Opportunities for outdoor learning</li> <li>• Broad PE Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills intervention (Jimbo Fun)</li> <li>• Additional gross motor skills activities</li> <li>• Support during PE</li> <li>• Wobble cushion</li> <li>• Pencil grip, triangular pencil, pencil with grooves</li> <li>• Additional movement/sensory breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment</li> <li>• Ear defenders</li> <li>• Weighted blanket</li> <li>• Resistance band</li> <li>• Writing slope</li> <li>• Fiddle toys</li> <li>• Sensory resources</li> <li>• Access to quieter areas in class</li> <li>• 1:1 support for PE</li> <li>• Enlarged/adapted texts</li> <li>• Risk assessment</li> <li>• Support from outside agencies</li> <li>• Programme of support planned by outside agency (delivered by school staff)</li> </ul>



## Provision Map: Communication and Interaction

*SLCN and ASD (social use of language)*

All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Talking partners / group work</li> <li>• Modelling</li> <li>• Clear class expectations (how to communicate)</li> <li>• Structured routines</li> <li>• Visual Timetables</li> <li>• Teachers communicate appropriately to all pupils (differentiate as necessary)</li> <li>• Marking relevant to pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Social group</li> <li>• Speaking and Listening intervention</li> <li>• Playground support/monitoring</li> <li>• Buddy system</li> <li>• Organisational reminders</li> <li>• Pre-teaching - vocabulary/concepts</li> <li>• Visual prompts</li> <li>• Communication cue cards</li> </ul>	<ul style="list-style-type: none"> <li>• PECs</li> <li>• Makaton</li> <li>• Now and Next board</li> <li>• Time out card</li> <li>• Choice to work independently or with partner / in a group</li> <li>• Mind mapping</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Lego Building Club</li> <li>• Support from outside agencies including, SALT, SLCA advisory teacher</li> <li>• Programme of support planned by outside agency (provided by school staff)</li> </ul>



<b>Provision Map: Cognition and Learning</b> <i>General Learning Difficulties / SpLD</i>		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Broad and balanced curriculum</li> <li>• Quality First Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics intervention</li> <li>• SpLD phonics programme</li> <li>• Nessy</li> <li>• Numeracy intervention</li> <li>• Literacy intervention</li> <li>• Reading intervention</li> <li>• Spelling intervention (SpLD)</li> <li>• Visual prompts and resources</li> <li>• Organisational reminders</li> <li>• Non-negotiable reminders</li> <li>• Now/next board</li> <li>• Task planners</li> <li>• Additional processing time (accounted for in assessments)</li> <li>• Targeted adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Individual interventions</li> <li>• Specific resources</li> <li>• Tinted paper / coloured overlays</li> <li>• Scribe</li> <li>• Regular access to ICT</li> <li>• Touch typing practice</li> <li>• Individualised phonics/spelling mats</li> <li>• Pre-teaching</li> <li>• Individual assessment arrangements</li> <li>• Support from outside agencies - Ed Pysch</li> </ul>



<p><b><u>Classroom environment</u></b></p> <ul style="list-style-type: none"> <li>Well organised classroom</li> <li>Calm learning environment</li> <li>Working walls and relevant displays</li> <li>Consider dyslexia friendly presentation e.g. font (<i>Arial and Comic Sans</i>). <i>Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans</i>) and colour and contrast (<i>Use dark coloured text on a light (not white) background. Avoid green and red/pink. Consider alternatives to white backgrounds - use cream or a soft pastel colour.</i>)</li> </ul>	<p><b><u>Cognition and Learning</u></b></p> <ul style="list-style-type: none"> <li>Clearly designed lesson plans</li> <li>Adaptations</li> <li>Learning intentions and success criteria consistently shared with children</li> <li>Plenty of opportunities to involve and engage with pupils</li> <li>Use of 'cold calling', not just 'hands up'</li> <li>Opportunities for pupils to talk and work individually, in pairs and in groups</li> <li>High quality questioning for children of all abilities (Afl)</li> <li>An expectation that pupils will accept responsibility for their own learning and work independently.</li> <li>Appropriate use of modelling and explaining for pupils</li> <li>Opportunities to use physical resources/ manipulatives</li> <li>Scaffolding tools are used as appropriate</li> <li>Graphic organisers (e.g. writing frame, story map, spider diagram) are used as appropriate</li> <li>Regularly using encouragement and specific praise to engage and motivate pupils.</li> <li>Access to good quality resources</li> <li>Access to ICT</li> <li>Classroom assistants planned for and used to maximize learning</li> </ul>	
<p><b><u>Communication and Interaction</u></b></p> <ul style="list-style-type: none"> <li>Use of visual time tables</li> <li>Visual aids</li> <li>Topic /spelling banks</li> <li>Phonics mats</li> <li>Use of graphic organisers e.g. sentence starters, writing frames</li> <li>Always use a pupil's name</li> <li>Clear and age appropriate instructions</li> <li>Appropriate time to process verbal questions or instructions</li> <li>Regular and explicit classroom routine</li> <li>Language clear and unambiguous at all times</li> </ul>	<p><b><u>Social, Emotional and Mental Health</u></b></p> <ul style="list-style-type: none"> <li>Groupings provide positive role models</li> <li>All adults promote well being</li> <li>There is an ethos where asking for help and support is okay and is welcomed</li> <li>All staff are committed to developing a safe and secure environment for all</li> </ul>	<p><b><u>Sensory and Physical Needs</u></b></p> <ul style="list-style-type: none"> <li>Appropriate seating positions are considered (noise, light, proximity to board and/or teacher)</li> <li>Appropriate noise levels are maintained</li> <li>Sound field system in every classroom</li> <li>All adults speak clearly and naturally</li> <li>Opportunities to work with a learning partner</li> </ul>

