



Whole School Provision Maps 2023 - 24

Provision Map: Social, Emotional and Mental Health

Anxiety, depression, attachment disorder and ADHD / ADD

All pupils will have...	Some pupils will have...	A few pupils will have...
<ul style="list-style-type: none"> • Quality first teaching • Consistent approach by adults • PSHE Curriculum • Staff trained in safeguarding • Reward system including house points, certificates, marble jar • Pre-registration soft start to the day (08:45 - 08:55 arrival) • Brain breaks • Monitoring of incidents (CPOMS) 	<ul style="list-style-type: none"> • Worry Box/feelings box • Social/Nurture Group • Alternative soft start activities: morning check in • Playground monitoring • Buddy system • Home/school communication system • Organisational reminders • Allocated seating • Additional movement/sensory breaks 	<ul style="list-style-type: none"> • Sensory resources • Access to quieter areas in class • Person centred tools • Key adult • 1:1 Zones of Regulation work • Social stories • Comic strip conversations • Individual timetable • Risk assessment • Reduced timetable • External support including: School nursing service, Early Help, CAMHs



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Provision Map: Sensory and Physical needs

Visual impairments, hearing impairments, physical disabilities and sensory disorders

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



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<p style="text-align: center;">Provision Map: Communication and Interaction</p> <p style="text-align: center;"><i>SLCN and ASD (Social use of language)</i></p>		
All pupils will have...	Some pupils will have...	A few pupils will have...
<ul style="list-style-type: none"> • Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (differentiate as necessary) • Marking relevant to pupils 	<ul style="list-style-type: none"> • Socially speaking group • Speaking and Listening intervention • Playground support/monitoring • Buddy system • Organisational reminders • Pre teaching - vocabulary/concepts • Visual prompts • Communication cue cards 	<ul style="list-style-type: none"> • PECs • Makaton • Now and Next board • Time out card/ personal traffic lights • Choice to work independently or with partner / in a group • Mind mapping • Visual cues • Social stories • Comic strip conversations • Lego Building Therapy • Nurture group • Support from outside agencies including SALT • Programme of support planned by outside agency (provided by school staff)



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Provision Map: Cognition and Learning

General Learning Difficulties / SpLD

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