



# Whole School Provision Map

	Cognition and Learning	Communication & Interaction	Sensory & Physical	Social, Emotional & Mental Health
<p><b>Wave 1</b> – Quality First Teaching, seen in every classroom.</p> <p>The ‘Ordinarily Available Provision’ document is produced by Surrey and outlines QfT approaches.</p>	<ul style="list-style-type: none"> <li>-Taskboards / check lists</li> <li>-Now and Next /When and then boards</li> <li>-Scaffolds</li> <li>-Visual Prompts</li> <li>-Working walls</li> <li>-Sound mats</li> <li>-Word Mats</li> <li>-Colourful semantics</li> <li>-Sentence Stems</li> <li>-Number mats</li> <li>-Alternative forms of recording</li> <li>-Backwards Chaining</li> <li>-Structured approach to reading, from phonics to reading challenge.</li> <li>-Daily Readers</li> <li>-Multi sensory approach</li> <li>-Talking tins</li> <li>-Brain breaks (to support task management)</li> <li>-Timers</li> <li>-Breaking down learning into small steps</li> </ul>	<ul style="list-style-type: none"> <li>-Language rich environment</li> <li>-Quality interactions</li> <li>-Visual timetables</li> <li>-Now and Next /When and then boards</li> <li>-Social stories</li> <li>-Wellcomm screening for all our new starters.</li> <li>-Adult modelling</li> <li>-Reduced and/or targeted language</li> </ul>	<ul style="list-style-type: none"> <li>-Accessible environment</li> <li>-Writing slopes</li> <li>-Movement breaks</li> <li>-Wobble cushions</li> <li>-Standing desks</li> <li>-Wobble stools</li> <li>-Fidget tools</li> <li>-Pencil grips</li> <li>-Reasonable adjustments eg seating plans, uniform.</li> </ul>	<ul style="list-style-type: none"> <li>-Zones of Regulation</li> <li>-Alternative lunchtime provision – The Den</li> <li>-Individual and group reward systems</li> <li>-Home-school communication</li> <li>-Sharing good work with SLT/Mollie the school dog.</li> <li>-Celebration assembly – Send’s got talent, Star of the Week, Values Champion.</li> <li>-Brain breaks</li> <li>-Emotion coaching</li> <li>-Restorative conversations</li> <li>-Routines with advance warning of change.</li> <li>-Visuals</li> </ul>
<p><b>Wave 2</b> - keep up and catch up - evidence based interventions.</p>	<p>RWI One to One Tutoring</p> <p>RWI Freshstart</p> <p>The Number Box</p>	<p>Wellcomm groups</p> <p>ELKLAN</p> <p>Pre teaching of vocabulary</p>	<p>Adapted resources –, chewlery, weighted lap pads.</p> <p>Write from the Start</p>	<p>Drawing and Talking</p> <p>Social skills - Talkabout</p> <p>ELSA</p>



# Whole School Provision Map

	1 <sup>ST</sup> class @ number Success @ arithmetic Writing intervention group Lexia Literacy for All Precision Teaching Pre-teach groups		Jump Ahead Sensory Circuits Touch typing	-Growth Mindset -Self Esteem Alternative learning spaces. Agreed time out spaces
<b>Wave 3</b> – Specific, often individualised, targeted provision.	-Neuro Linguistic Programming (NLP) spelling approach. -Advice and strategies from STIPS – Language and Learning. -TEACCH structured work systems -Advice and implementation of strategies from Freemantles outreach. -Individual workstations - Individualised curriculum based on GAP analysis and individual needs. - Advice and strategies from Educational Psychologist.	-Speech screener and intervention. -Attention Autism -Lego Therapy -ELKLAN -Advice and strategies from STIPS – Language and Learning. -Individual work on SALT targets. - Use of PECS, ALD's, Makaton to facilitate communication. -Advice and implementation of strategies from Freemantles outreach. -Individual workstations	-Advice and targets from Occupational Therapist. -Advice and targets from Physiotherapist. -Advice from Specialist teacher for visual impairment, implementation of strategies. -Advice from Specialist teacher for hearing impairment, implementation of strategies. -Advice from Specialist teacher from Physical and Sensory service, implementation of strategies. -Individualised programme to support fine motor skills. -Individualised programme to support gross motor skills. -Individualised sensory diet.	-Increased support from ELSA & Pastoral Lead -Individualised social skills support. - Involvement and advice from PMHW (primary mental health worker ) or CWP (child wellbeing practitioner)



# Reading Catch Up Pathway



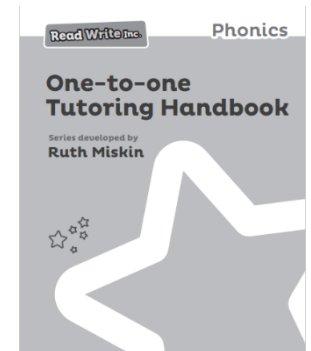
Year R - Year 3

Child is not making expected progress and phonics assessments show little or no progress

## One to one tutoring

Short term intervention for children not making expected progress for children who are in the lowest progress group who need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities (SEND).

It breaks down the phonics and reading strands of Read Write Inc. Phonics into smaller steps to accelerate children's reading progress. It provides intensive, targeted support to address specific gaps in a child's reading



**Read Write Inc.**  
**Fresh Start**

Year 4- Year 6

Children who have not met the end of Key Stage 1 Reading expectations

## Fresh Start Year 4- Year 6 )

Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.

Fresh Start is for pupils who:

- are not yet reading age appropriately
- have missed schooling or are late arrivals into school
- are new to the UK education system
- are learning English as an additional language.

Every day, pupils learn new letter-sounds and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts closely matched to their phonic knowledge. By the end of the programme, they are able to read these accurately and fluently.



# Reading Catch Up Pathway

Year 2 (Summer Term) –

Year 3- Year 6

Child needs to develop the **accuracy and fluency of their reading**

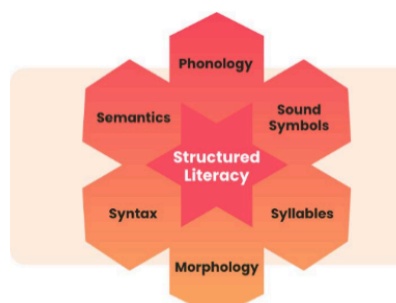
## Literacy for All- 1:1 intervention with an adult (Daily 10-15mins- 6 weeks)

- Initial 30 mins assessment if the child's reading will determine which areas are needing to be targeted for support- sight vocabulary, blending CVC and reading for meaning, accuracy and fluency.
- Accelerated reading accuracy and fluency
- Accelerated generalisation through increased reading of real books
- Increased vocabulary
- Improved comprehension skills

Year 2 (Summer Term) –

Year 3- Year 6

Child is focusing on the six core areas of reading. Child is not making expected progress in reading. Child does not have a defined area of need



## Lexia (Independent catch up and 1:1/group instruction- review level progress to achieve each half term)- Student can work independently on the programme.

**Teacher can support with extra direct skill building exercises**

Focuses on Phonological awareness, Phonics, Structural Analysis, Fluency, Vocabulary and Comprehension

Lexia provides differentiated literacy instruction for students of all abilities

The Auto Placement, is taken when students first log in, determines where each student is placed in each strand and ensures that learning is personalised for each student. Questions assess word recognition, listening/ reading comprehension across levels.

Lexia Skill Builders are off-line paper and pencil extension activities designed for student use at the completion of each online activity. Lexia Skill Builders help reinforce skills learned in each online activity, allowing students to continue to build independence, automaticity and generalization of skills off-line.

Due to the universal nature of the programme students can remain using Lexia core 5 throughout the Primary School years. Students would finish the programme when they complete Level 21.

# Maths Catch Up Pathway

Reception and Year 1

Pupils at the end of EYFS that did not meet expected standard



## The Number Box (group work)

The Number Box is a multi sensory teaching programme and maths resource. It works in small steps from early recognition of numbers through to using tens and ones, and includes resources for teaching concepts of time, measurement, money and shape.  
-as individual 1:1 Wave Three support for children who need on-going extra teaching for basic maths skills  
-for supporting small groups of children who are not yet able to work with abstract concepts during the daily maths lesson.

Once a target has been met, the child automatically moves on to the next target.

Year 2- Year 6

Children who need further support at the level of the Year 1 curriculum

## First Class @ Number 1 (group work)

Focusses on number and calculation, developing children's mathematical understanding, communication, and reasoning skills.

## First Class Number 1 – not meeting expectations at end of Year 1

**1stClass@Number**

for children who need a helping hand with mathematics



Key Stage 2

Yr 3 – Yr 6

**Success@Arithmetic**

Children who are not secure at the expected standard for their year group level of maths

## Success @ Arithmetic – Number Sense (group work)

For pupils who need support to understand the number system and develop fluency with number facts.

Those who need support to improve their understanding of number and written calculation skills.

The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency.

Carried out in a small group with an adult.