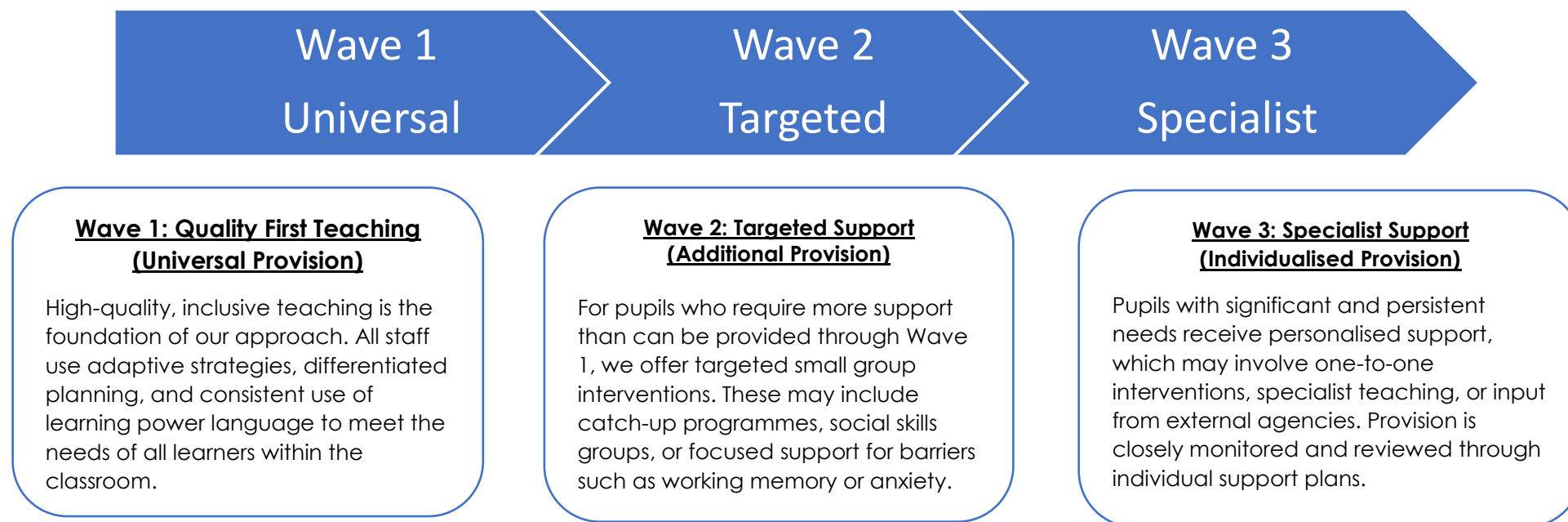


Whole School Provision Map

Our whole-school provision map has been created to visually represent the range of interventions, additional staffing, and support available to all pupils, including those with special educational needs and disabilities (SEND). It outlines how our school supports all students, from high-quality universal teaching to targeted interventions and specialised interventions. It serves as a guide for staff and parents as to what is on offer at our school.

A Graduated Approach

Our whole-school SEND provision follows a graduated approach to ensure all pupils receive the support they need to thrive, which is outlined below. This graduated model ensures a responsive and inclusive system that adapts to the evolving needs of our pupils.



Identifying and Responding to Individual Needs

At our school, we use a holistic and responsive approach to identify how best to support each pupil. Alongside formal assessments, we draw on teacher observations, conversations with parents and carers, and pupil voice to build a detailed understanding of each child's strengths, needs, and barriers to learning. This triangulated approach ensures that support is timely, targeted, and tailored—whether through universal strategies, targeted interventions, or specialist provision.

The table below outlines the school's offer for supporting children based on their needs, following a graduated approach through Wave 1 (universal), Wave 2 (targeted), and Wave 3 (specialist) provision.

Cognition and Learning

Wave 1 Universal Provision	Wave 2 Target Provision	Wave 3 Specialist Provision
<u>Memory Supports / Visuals</u> <ul style="list-style-type: none"> o Mind-maps o Sentence starters o Word mats o Sound mats o Vocabulary bank o High frequency words o Now and next boards o Use of mini white boards o Visuals to support understanding o Picture prompts to support understanding <u>Task Support</u> <ul style="list-style-type: none"> o Differentiated outcomes o Differentiated work o Sentence starters o Scaffolded writing o Knowledge organisers o Success criteria o Modelling practical - maths o Modelling – visual o Yellow tone overlay on IWB o Writing frames <p>Using manipulatives</p> <ul style="list-style-type: none"> o TA scaffolds o Worked examples o Task instructions on a visual o Limited (if any) need to read from the board. Alternatives provided as needed o Titles, learning objectives, date etc provided to learner <u>Environmental Strategies</u> <p>Priority Reader Support Flexible Grouping Retrieval Practice</p>	<u>Class-based intervention</u> <p>Additional targeted teacher support Targeted small-group TA support Pre-teaching Overlearning Same-day intervention Booster opportunities Adapted homework tasks</p> <u>Schemes & Interventions - Reading</u> <p>Nessy Precision Teaching ULS Interventions Priority Reader HfL Reading Fluency Project Reading Pen</p> <u>Schemes & Interventions – Writing</u> <p>Nessy (Spelling) Precision Teaching (Spelling) Write from the start (KS1) Speed up! Handwriting (KS2) ULS Handwriting intervention Clicker Writer</p> <u>Schemes & Intervention – Maths</u> <p>Precision Teaching TTRS Plus 1 Power of 2</p>	<ul style="list-style-type: none"> • Education Psychologist • Advisory Teaching Service

Mixed Ability Partners Class teacher support Rewards Thinking time Multi-sensory approaches Awareness of cognitive overload Use of working walls <u>Digital Assistive Technologies</u> Noise Management Tools Text-to-Speech tools Online dictionary/thesaurus Gamified maths practice		
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Communication and Interaction

Wave 1 Universal Provision	Wave 2 Target Provision	Wave 3 Specialist Provision
<p><u>Memory supports / visuals</u></p> <ul style="list-style-type: none"> o First / next boards o Visual timetable o Visual prompts o Visual / written task lists o Spot timers o Working walls Widgit symbols <p><u>Task supports</u></p> <ul style="list-style-type: none"> o Writing aids o Alternative ways to feedback and share ideas o Instructions and tasks chunked <p><u>Environmental / organisational / strategies</u></p> <ul style="list-style-type: none"> o Repeated reading o Processing time o Paired / group work o Simplified instructions o Using child name to ensure attention o Checking learner understanding o Learners given clear roles during discussion task o New vocabulary pre-taught o Adult awareness of language demands o Behavioural expectations clearly communicated. 	<p><u>Memory supports / visuals</u></p> <ul style="list-style-type: none"> o Individual visual timetable o Spot timer o Now and next boards o Sound recorder <p>Environmental / organisational / strategies</p> <ul style="list-style-type: none"> o Red/green work box (basket work) o Checklists o Quite working zones <p><u>Schemes / interventions</u></p> <ul style="list-style-type: none"> o Colourful Semantics o Barrier Games o Narrative therapy (Blank Levels) <p>Language for Learning Talk Boost</p> <p><u>Task supports</u></p> <ul style="list-style-type: none"> o Bespoke curriculum o Ipad with speaker 	<ul style="list-style-type: none"> • Speech and Language Therapist • Advisory Teaching Service

Social, Emotional and Mental Health

Wave 1 Universal Provision	Wave 2 Target Provision	Wave 3 Specialist Provision
<p><u>Memory supports / visuals</u></p> <p>School Rules</p> <p>Growth Mindset / Learning Powers</p> <p><u>Concrete Resources</u></p> <ul style="list-style-type: none"> o Fidget toys o Sensory Toys o Emotion cards o Feelings boards <p><u>Environmental / organisational / strategies</u></p> <ul style="list-style-type: none"> o Seating plans o Space and time o Routines and daily timetable o Communication with staff o Relationships with staff o Count downs o Small group work (awareness) o Regulation area o Meet and Greet o Success and positives celebrated ('catch them being 'good') o Small group work o Restorative approach o Relationship focused approach o Understanding of behaviour as communication o Consistent messages of behaviour expectations (with flexible approaches) o De-escalation strategies used effectively o Develop self-regulation strategies o Clearly defined work / task times o Movement breaks 	<p><u>Memory supports / visuals</u></p> <ul style="list-style-type: none"> o Visual check-in o Emotion charts o Sand timer <p><u>Concrete materials</u></p> <ul style="list-style-type: none"> o Learning journal as a link between school and home o Sensory room with specialist sensory equipment o Weighted blankets o Sensory toys o Quiet zones in each classroom <p><u>Environmental / organisational / strategies</u></p> <ul style="list-style-type: none"> o Alternative start and finished times o Proactive, preventative strategies o Reasonable adjustments to behaviour policy o Structured lunch and playtimes o Designated safe spaces <p><u>Schemes / interventions</u></p> <ul style="list-style-type: none"> o Social Stories o ELSA o Zones of Regulation <p><u>Task supports</u></p> <ul style="list-style-type: none"> o Bespoke curriculum o Ipad with speaker 	<ul style="list-style-type: none"> • Family support worker • 1:1 mentoring • Pastoral Support Plan • Identified key adults • Children Adolescent Mental Health Service (CAMHS) • Counselling • Out of School Tuition (OOST) • Art Therapy • Music Therapy •

Sensory and/or Physical		
Wave 1 Universal Provision	Wave 2 Target Provision	Wave 3 Specialist Provision
<u>Memory supports / visuals</u> o Visual prompts <u>Concrete Resources</u> o Fidgets o Ear defenders o Talking Tins / Recording software o Sand timers o Pencil grips / pencil shapes o Finger space helpers o Wiggle cushions o Sensory toys <u>Environmental / organisational / strategies</u> o Sensory room with specialist sensory equipment o Sensory play available o Trim Trail o EYFS outdoor area o Intimate care o Adapted work to enable children to write less o Regulation activities o Brain breaks	<u>Memory supports / visuals</u> o Visuals to support brain break choices o Visuals to communicate when sensory overload makes processing hard (Widgit) <u>Concrete materials</u> o Learning journal as a link between school and home o Sensory room with specialist sensory equipment o Weighted blankets o Sensory toys o Quite zones in each classroom <u>Environmental / organisational / strategies</u> o Timetabled, proactive movement breaks o Targeted proprioceptive / vestibular breaks o Adjustments to uniform policy (sensory) o Lunchtime / Breaktime provision <u>Schemes / interventions</u> o Fizzy o Handwriting interventions <u>Task supports</u> o Extra time for assessments o Scribe	<ul style="list-style-type: none"> • School nurses • Inclusion Support Advisor • Physiotherapist • Occupational therapist • Visual Impairment team • Hearing Support team • Specialised equipment and medical aid