

WHOLE SCHOOL PROVISION MAP: 2022/2023

PROVISION MAP	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Before Starting School	<ul style="list-style-type: none"> • Visits to nursery setting by class teacher or nursery officer (universal) • Home visit by class teacher and nursery officer (universal) • New Parents Meeting – SENDCo available for discussion (universal) • Stay and Play sessions for settling in (universal) • Additional stay and play sessions or extended part time transition (targeted and personalised) • SENDCO handover meeting with SENDCO from Hunslet St Mary's Children's Centre (targeted and personalised) • Liaison with external agencies e.g. Early Years SENIT (personalised) 			
Reception	Universal <ul style="list-style-type: none"> • Baseline Assessments • Assessment – tracking progress • Come and See sessions for parents/carers – Early Reading and Maths • Little Wandle Phonics 	Universal <ul style="list-style-type: none"> • Visual timetable • Structured classroom and school routines • Talking partners • Staff use visuals (Boardmaker) 	Universal <ul style="list-style-type: none"> • Positive Behaviour and Relationships Policy • Daily 'meet and greet' • Shared snack time • Daily emotional check in (Zones of Regulation) • Calm corner • Circle Time (PSED focus) • Recognition Board 	LOW INCIDENCE We would offer a wide range of individual responses based on needs. This would be from monitoring provision to intensive 1:1 support. Flexible staffing arrangements are in place to support this. Support could be short, medium or long term to enable access to an inclusive mainstream placement.
	Targeted <ul style="list-style-type: none"> • Little Wandle Intervention • Pets as Therapy: Reading Dog 	Targeted <ul style="list-style-type: none"> • Social Interaction Group • Lead practitioners for Autism (LA and LW) • Wellcomm • Colour Coding 	Targeted <ul style="list-style-type: none"> • Early Help • Pets as Therapy: Reading Dog 	
	Personalised <ul style="list-style-type: none"> • SEN Support programmes from EY SENIT Officers • Educational Psychologist • SENIT Developmental Journal 	Personalised <ul style="list-style-type: none"> • Individual SaLT programmes • PECS • Intensive Interaction • STARS support • 1:1 adult support • Personalised Visual Timetables • Social Stories 	Personalised <ul style="list-style-type: none"> • Individual SENIT programmes • Fidget toys • Victory Logs • 1:1 adult support • Home/school communication book • Sensory Circuits • Sad Events 	

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Key Stage 1	Universal <ul style="list-style-type: none"> • Assessment using school bespoke assessment tracker • In class differentiation • Little Wandle Phonics • Handwriting lessons • Phonic mats • Fonts on whiteboards clear and of a reasonable size – no white backgrounds 	Universal <ul style="list-style-type: none"> • Visual timetable • Structured classroom and school routines • Talking partners • Staff use visuals (Boardmaker) 	Universal <ul style="list-style-type: none"> • Positive Behaviour and Relationships Policy • Daily 'meet and greet' • Shared snack time • Daily emotional check in (Zones of Regulation) • Calm corner • Circle Time (PSED focus) • Recognition Board 	LOW INCIDENCE Where necessary school will work with parents/carers and outside agencies in order to meet specific needs e.g. DAHIT, VIT, school nursing team
	Targeted <ul style="list-style-type: none"> • Additional handwriting practice • Pencil grips • Fine motor skills intervention • Little Wandle Intervention • Pets as Therapy: Reading Dog 	Targeted <ul style="list-style-type: none"> • Lead practitioners for Autism (LA and LW) • Social Interaction Group • Talkabout • Colour Coding 	Targeted <ul style="list-style-type: none"> • Zones of Regulation Workshops • Early Help • Reward charts • Pets as Therapy: Reading Dog • Invisible String 	
	Personalised <ul style="list-style-type: none"> • Individual programmes from SENIT officers • Educational Psychologist 	Personalised <ul style="list-style-type: none"> • Individual SaLT programmes • PECS • Intensive Interaction • STARS support • 1:1 adult support • Communication aids (Boardmaker symbols for children) • Personalised Visual Timetables • Social Stories 	Personalised <ul style="list-style-type: none"> • Sensory Circuits • Individual SENIT programmes • Fidget toys • Victory Logs • 1:1 adult support (key worker) • Home/school communication book • Referrals to BARCA • Anger Gremlin • Anxiety Gremlin • Sad Events • Three Houses 	

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Key Stage 2	Universal <ul style="list-style-type: none"> • Assessment using school bespoke assessment tracker • In class differentiation • Handwriting lessons • Year 6 Booster sessions • Provide handouts to minimise copying from the board • Key word mats • Fonts on whiteboards clear and of a reasonable size – no white backgrounds 	Universal <ul style="list-style-type: none"> • Visual timetable • Structured classroom and school routines • Talking partners • Staff use visuals (Boardmaker) 	Universal <ul style="list-style-type: none"> • Positive Behaviour and Relationships Policy • Daily 'meet and greet' • Daily emotional check in (Zones of Regulation) • Calm corner • Circle Time (PSED focus) • Recognition Board 	LOW INCIDENCE Where necessary school will work with parents/carers and outside agencies in order to meet specific needs e.g. DAHIT, VIT, school nursing team
	Targeted <ul style="list-style-type: none"> • Additional handwriting practice • Little Wandle Intervention • Teacher planned Maths and English interventions • Lexia • Pets as Therapy: Reading Dog 	Targeted <ul style="list-style-type: none"> • Lead practitioners for Autism (LA and LW) • Talkabout • Colour Coding 	Targeted <ul style="list-style-type: none"> • Zones of Regulation Workshops • Early Help • Reward charts • Lego Therapy • Pets as Therapy: Reading Dog • Invisible String 	
	Personalised <ul style="list-style-type: none"> • Individual programmes from SENIT officers • Educational Psychologist • Target Readers • Use of coloured filters for children with dyslexia • Pencil grips 	Personalised <ul style="list-style-type: none"> • Individual SaLT programmes • PECS • Intensive Interaction • STARS support • 1:1 adult support • Personalised Visual Timetables • Social Stories 	Personalised <ul style="list-style-type: none"> • Sensory Circuits • Individual SENIT programmes • Fidget toys • Victory Logs • 1:1 adult support (key worker) • Home/school communication • Personalised Behaviour Plans • Time out cards • Referrals to BARCA • Tree of Life • Anger Gremlin • Sad Events • Three Houses • Anxiety Gremlin 	

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<p>Transition to KS3</p>	<ul style="list-style-type: none"> • High school initiated transition days (universal) • Skelton Grange transition days (targeted) • Liaison with SENDCo from high school regarding children on the SEND Register and other vulnerable children (targeted and personalised) • Additional transition days (personalised)
<p>Liaison with parents/carers</p>	<p>Universal</p> <ul style="list-style-type: none"> • Parent/carer pupil progress meetings • Invitations to school Worship and Come and See Events • Newsletters • 'Open Door' Policy • Arbor communication app • Tapestry (in Reception) <p>Targeted</p> <ul style="list-style-type: none"> • New Parents Meeting (for new to Reception children) • Early Help Meetings • Open Evenings/Days for prospective families <p>Personalised</p> <ul style="list-style-type: none"> • Home/school communication books • Outside agency involvement • Annual reviews for EHCP and high level FFI children • Additional meetings with the class teacher and SENDCo • ISAR Meetings (children in Reception) • Sharing Individual Provision Maps