



## Whole School Provision Map

There are many ways to support learning in the classroom. Most children will make good progress using Quality First Teaching Approach, Environment & Universal Adaptations as outlined below. Some children may need to use specific adaptations – again outlined below - because of a specific barrier to learning. Once the barrier has been identified specific adaptations will be used in some or all lessons depending on the barrier. Adaptations can be used to support one or more of the 4 main areas of SEND (cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical). By identifying the barrier to learning the most appropriate adaptation is adopted.

Quality First Teaching	
<p><b>Teaching Approach</b></p> <ul style="list-style-type: none"> <li>• interesting purposeful teaching.</li> <li>• interactive lessons</li> <li>• inspiration-teacher passion and subject knowledge.</li> <li>• independent learning- empowerment</li> <li>• clearly structured lesson with clear start and end               <ol style="list-style-type: none"> <li>a. purpose and clear objective.</li> <li>b. structure- i do, you do, we do</li> <li>c. practice- over learn</li> <li>d. deepen- connect and embed</li> <li>e. reflect.</li> </ol> </li> <li>• collaborative</li> <li>• outside</li> <li>• multisensory</li> <li>• oracy</li> <li>• problem solving</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• the right environment is essential for good learning behaviours.</li> <li>• declutter</li> <li>• label and organise</li> <li>• use the space flexibly</li> <li>• consider sensory needs- consider what you need to display, how you display it. be aware of noise, smells, temperature</li> <li>• there are different ways you can modify teaching and learning to support differing learning needs.</li> <li>• sensory audit</li> </ul>
<p><b>Universal Adaptations</b></p> <ul style="list-style-type: none"> <li>• seating arrangements near the teacher or board.</li> <li>• positive behaviour policy</li> <li>• increased response time</li> <li>• more frequent review</li> <li>• paraphrasing new information</li> <li>• simplified instructions</li> <li>• extended time to complete tasks</li> <li>• enlarged print</li> <li>• oral response</li> <li>• seating with a buddy</li> <li>• practice activities to fit learning style</li> </ul>	<ul style="list-style-type: none"> <li>• WAGOLL/Checkpoint Charlie</li> <li>• chunking- 1 step instructions</li> <li>• white boards/practice boards</li> <li>• doodle pages</li> <li>• key vocabulary/word banks/phonics mats</li> <li>• number lines, hundred squares, alphabet prompts.</li> <li>• fidget tools</li> <li>• talking partners</li> <li>• daily meet and greet</li> <li>• flexible staffing</li> <li>• class circle time, behaviour, relationships and PSHE curriculum</li> </ul>
<p><b>Parental and Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• progress meetings</li> <li>• invitations to school worship and come and see events.</li> <li>• newsletters</li> <li>• open door policy</li> <li>• Arbor app</li> <li>• Tapestry (Reception)</li> </ul>	<p><b>Targeted Parental and Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• Person Centred Planning meeting</li> <li>• Triangulation/pupil portrait</li> <li>• New parents meeting – Reception</li> <li>• Year 7 transition</li> <li>• EHCP Annual review</li> <li>• IPM APDR process</li> <li>• ISAR meetings (Reception)</li> <li>• Early Help</li> <li>• Parent/carer working group</li> <li>• open evenings/days</li> <li>• SENDCo surgery</li> </ul>



## Whole School Provision Map

### Specific Barrier to Learning

#### Specific Adaptations

**Behaviour strategies** - Individualised rules for pupil when needed, 5 point scale, traffic lights, play and pause, worry tree, zones of comfort, donut of control, triangle of choice praise/ reward chart, positive post its, reflection chart, restorative practice, distraction, home school communication log

**Environmental**-Quiet classroom, quiet/safe space, music

**Reduce visual distraction**- table screens, reading squares, seating position.

**Modified expectations** – modified pitch, small step tracking, Reduced or altered assignments, help with note taking/scribing, copies of teacher notes.

**Predictable and structured days**- Consistency in routine, Visual timetables, clear session objectives, Session Goals/task breakdown and daily targets, crisp starts, clear ends, Clocks and timers, now and next

**Communication aids**-Communication cards, sentence/question prompts, scripts, social stories, talking mats.

**Sensory Aids**- Accessible learning, resources labelled, Sensory support aids, headphones/ear defenders, Movement breaks Specific Strategies, sensory circuits, wobble cushion, fidget tools, sensory checklist

**SEMH Support**- mindful/relaxation techniques, 5 point scale, pets as therapy, victory logs, body mapping, energy counting

**Instructional arrangement**- Modelling, Scaffolding, Additional guided learning, sequencing, three houses, direct instruction (no decisions)

**Methods and materials**- Concrete manipulatives- Post its, letter tiles, place value, visual prompts, Colourful semantics, doodle boards, coloured overlays, coloured paper, word and letter tiles.

**Level of personal assistance**- full support, partial support, little support, no support, Pre-teaching, post teaching.

**Assistive technology**- voice recording, predictive text, text-speech, word readers, enlarged text, light box, screen reader.

**Physical aids**- pencil grips, ruler guards,

**Individualised timetable**

**Reduced timetable**

#### Transition:

Parent/carer and child transition planning meetings including review of outcomes and child/parent voice.

Individualised transition plan with a focus on relationships, shared expectation and shared understanding.

Pre visits

Post visit reviews where appropriate.

Team around the child meetings including professionals where appropriate.

### St Mary's Catch Up Offer

	EYFS	KS1	KS2
<b>Reading</b>	Little Wandle Catch up	Lexia Little Wandle Fluency Little Wandle Rapid Catch up Targeted small group	Lexia Little Wandle Rapid catch up Inference training Targeted Small Group
<b>Maths</b>		Dynamo Maths 6+ Time table Rock Stars	Dynamo maths Fast Maths Time table Rock Stars
<b>Spelling</b>	Little Wandle Catch up	Little Wandle Bridge to spelling	Cued Spelling Precision Spelling
<b>Writing</b>		Colourful Semantics	Colourful Semantics
<b>Fine/Gross motor</b>	South Warwickshire Fine motor skills Dough Disco	Bradford Physical Development	Bradford Physical Development
<b>SEMH</b>	Big Red Bus Colour Monster	Big Red Bus Zones of Regulation	Big Red Bus Zones of Regulation



## Whole School Provision Map

	Restorative Practice	Restorative Practice	Restorative Practice Guiding Lights
<b>St Mary's Intervention Offer</b>			
	<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
<b>Reading/Writing</b>	Little Wandle SEND Active Literacy	Alphabet Arc SENIT Key Word readers Active Literacy	Alphabet Art Toe by Toe Touch Typing Paired Reading
<b>Executive Functioning</b>	Lego Therapy	Organisational Graphics Lego Therapy	Organisational Graphics Planning tools Time Keeping
<b>Spelling</b>	Alphabet Arc Active Literacy	Alphabet Arc Active Literacy Literacy Gold 6+ Precision Teaching	Active Literacy Precision Teaching Literacy Gold Precision Teaching
<b>Maths</b>		Dynamo maths Fast Maths 6+	Dynamo maths Fast Maths
<b>Sensory and physical</b>	Sensory Circuit	OT programmes Sensory Circuit Mindfulness and relaxation	OT Programmes Sensory Circuit Mindfulness and relaxation
<b>Speech, language and communication</b>	Lego Therapy Speech and Language Elsa- Listening and sharing. Black Sheep Welcome	Intensive interaction Lego Therapy Speech and Language guided programmes Elsa-Social Interaction Talk about Welcome	Intensive interaction Speech and language guided programmes Talk about Elsa- Social Interaction Welcome
<b>SEMH</b>	ELSA Nurture Group	Zones of Regulation Big Red Bus Think good, feel good Anxiety Gremlin Anger Gremlin ELSA Friendship and Circle Time	5 point scale Blob Family Big Red Bus Anxiety Gremlin Anger Gremlin My Inner Chimp ELSA- Friendships Lifeskills Circle of friends Think good feel good