

## Martin Wilson- Whole School Provision Map

Wave 1	Wave 2	Wave 3
Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils' needs.	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These children are not necessarily on the SEN register. Children will be identified through data analysis and teacher request.	This provision includes targets and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place as appropriate for children who are not making progress through wave 1 or 2 provision.

	Wave 1	Wave 2	Wave 3
<b>Communication and Interaction</b>	<p>Visual timetables</p> <p>Picture card key Chains</p> <p>Talk partners</p> <p>Turn taking cards</p> <p>Sticks of destiny- To encourage participation</p> <p>Adults model good spoken language and grammar.</p> <p>Teachers are understanding of child preferences including visual or auditory instructions and need for physical manipulatives and equipment.</p> <p>Teachers understand emerging anxieties linked to communication.</p> <p>Classroom environment with clear support displays.</p> <p>Pupils are encouraged to talk about their own interests.</p>	<p>Modelled listening and turn taking</p> <p>Key adult/ Sessions with learning mentor</p> <p>Visual communication- Agreed with child- E.g. cards, colours, notebooks etc</p> <p>Whole class and task instructions to be broken down into small steps.</p> <p>Individualised visual task charts.</p> <p>Sensory audit for individuals- Consider sound, touch, visual information and seating.</p> <p>SENCO to refer to Speech and Language Services if language or communication needs continue or show limited progress.</p> <p>High frequency words interventions, as well as focus on reading, identifying and writing sounds. Spelling support will encourage use of knowledge of phonemes.</p>	<p>Talkboost interventions.</p> <p>Intensive Interaction- Supporting non-verbal pupils.</p> <p>1:1 Speech and Language sessions- Follows individual care plans/ interventions such as contrastive pairs.</p> <p>SSLIC sessions with therapist and follow up session with TA.</p> <p>Review visits from Speech and Language Therapists</p> <p>Garden Rangers/ Nurture group as appropriate.</p> <p>Pre-learning sessions with TA to learn topic based vocabulary.</p> <p>Intervention to build everyday vocabulary.</p> <p>'Green Zone'- Encouraging reciprocal conversation skills.</p> <p>Alternative communication support E.g. Makaton, Sign Language, objects of reference, widgits</p> <p><b>External professionals-</b> Speech and Language Therapist Autism Advisory Teacher</p>

<p><b>Cognition and Learning</b></p>	<p>Differentiated curriculum planning and learning tasks.</p> <p>Clear teacher expectations that include a degree of challenge.</p> <p>Writing frames/ scaffolds</p> <p>Visual timetables</p> <p>Access to vocabulary, spelling and phonics support via displays and individual visual supports.</p> <p>Access to technology to support recording.</p> <p>Target group work with class teacher.</p> <p>Adult support in editing and checking through work to address misconceptions and make meaningful improvements.</p> <p>Promoting opportunities for independent learning and means to apply understanding.</p> <p>Pre-unit assessments in maths and English help to identify areas of strength or misconceptions. Planning is then tailored to extend current understanding.</p> <p>Teachers plan opportunities to apply learning and problem solve ensuring that pupils explore a range of representations using models and images.</p>	<p>Small group guided support for majority of learning tasks.</p> <p>Precision teaching/ 1:1 revision sessions E.g. HF words, phonic, CVC words, number recognition and early maths skills etc</p> <p>Booster groups- including extra revision prior to SATs</p> <p>Daily reading with adult 1:1</p> <p>Attack Spelling groups</p> <p>Alternative reading book progression for pupils attaining below whole school colour bands: Jelly and Bean Bug Club Phonicated Readers</p>	<p><b>Literacy based:</b> Dyslexic screening- Lucid Rapid</p> <p>Beat Dyslexia resources</p> <p>Colour filters as appropriate.</p> <p>KS2 phonics intervention group</p> <p>KS2 close in class support with reading of instructions/ breakdown of task and specific support as needed around progressive sentence construction and recording skills.</p> <p>KS1 Wave 3 intervention</p> <p><b>Maths:</b></p> <p>Early maths skills intervention groups.</p> <p>Games from Dyscalculia Toolkit targeting early maths skills.</p> <p>Where appropriate- personalised curriculum and timetable.</p> <p><b>Additional:</b></p> <p>Visual and Auditory memory games- Small guided group activities.</p> <p>1:1 pre-learning sessions with adults to introduce new topics.</p> <p>EHCP pupils- Learning intervention personalised to targets set out in their plan.</p> <p><b>External professionals-</b> Education Psychologist MATi Outreach Service Cornerstone</p>
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<p><b>Social, Emotional and Mental Health</b></p>	<p>Whole school 'Kapow' scheme of work- PSHE and RSE.</p> <p>Whole school behaviour policy.</p> <p>Access to quiet calm down areas.</p> <p>Celebrating success- Sending work home, achievement assemblies, WOW wall, house points and class reward systems.</p> <p>Worry boxes.</p> <p>Use of emotions visuals</p> <p>Building positive and mutually respectful relationships.</p> <p>Teachers are available to discuss any parental queries or concerns. Appointments can be made with SENCo also.</p>	<p>Key mentor talk time.</p> <p>Nurture Group</p> <p>Morning transition support at hub.</p> <p>Lunchtime club</p> <p>Personalised visual communication tools- E.g. Charts, colours.</p> <p>Learning breaks as needed.</p> <p>'Buddy' system at playtimes.</p> <p>Yr6 Leaders.</p> <p>Personalised calm down tools/ strategies – E.g. soothing box.</p>	<p>Crane Counselling sessions 1:1</p> <p>1:1 key mentor sessions.</p> <p>Personal Support plans.</p> <p>1:1 or small group zones of regulation- Recognising emotions and developing personal strategies or tools to help reach 'Green zone'.</p> <p>Garden Rangers</p> <p>1:1 Social stories/ Talkabout resources.</p> <p>EHCP personalised intervention- May be addressing needs such as hygiene, recognition of emotions, anxiety, self-esteem, safety and awareness of danger in school and community, understanding and solving everyday problems, building positive relationships with peers and adults etc.</p> <p><b>External Professionals:</b> Autism Consultancy Service/ SPECTRA</p> <p>MATi Outreach</p> <p>Involvement with CAMHS/ BeeU Service and other mental health services.</p> <p>Family support worker.</p> <p>School Nurse</p> <p>TMBSS</p> <p>Cornerstone</p> <p>GP visits to discuss concerns/ support.</p>
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<p><b>Sensory/ Physical needs</b></p>	<p>Ensuring an environment where all pupils can access learning and achieve their potential.</p> <p>Wide range of apparatus and large outdoor equipment to encourage physical development. Including opportunities for outdoor learning and forest school.</p> <p>Adjusting learning environment as needed to ensure full participation as well as adjusting to prevent sensory overload- E.g. Seating placement in class, noise level, recognition of individual triggers e.g. smells, textures etc.</p> <p>EYC- Sensory Room</p>	<p><b>Physical resources:</b>  Writing slopes  Pencil grips  Access to technology  Appropriate stationary to promote fine motor control.</p> <p><b>Sensory resources:</b>  Wobble cushions/ Wedge seats  Weighted cushions/ blankets  Therabands  Chewellery  Fiddle objects  Stress balls  Ear defenders  Agreed transition objects from home.</p> <p><b>Interventions:</b>  Discrete handwriting and letter formation practise.</p> <p>Fine motor intervention group.</p> <p>Gross motor intervention group.</p> <p>Includes activities from cool kids programme/ Jungle journey.</p> <p>Sensory circuits.</p> <p>Peer massage.</p>	<p>Follow up in school to meet occupational therapy recommendations.</p> <p>Sensory audits</p> <p>Where sensory input/ feedback has been advised by external professionals- opportunities for sensory play and exploration to be provided.</p> <p><b>External professionals:</b>  Occupational Therapy</p> <p>SPECTRA/ ASD consultancy service.</p> <p>Sensory Inclusion Service</p>
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