



## Whole School Provision Map



Quality First Teaching	Booster Catch Up	Personalised Provision
<ul style="list-style-type: none"> <li>• Teaching and Learning clearly and explicitly emphasises what children will learn based on prior knowledge and understanding</li> <li>• Consistent visual timetables</li> <li>• Adults modify language to meet need</li> <li>• Personalised and differentiated teaching of groups of learners and individual needs</li> <li>• Use of a variety of teaching styles and approaches matched to the needs of individuals</li> <li>• High quality talk promoted.</li> <li>• Group learning</li> <li>• Skills of effective talk developed across whole school.</li> <li>• Teachers use a range of access strategies to help children overcome barriers to learning e.g. use of models and images</li> <li>• Clear learning objectives, outcomes and steps to success - common age appropriate language used to explain these</li> <li>• Organisation of the classroom environment is conducive for learning; organised, uncluttered, accessible resources, promotion of independence</li> <li>• Use of displays to support learning and teaching</li> <li>• High quality phonics work in phase groups / spelling sessions</li> <li>• Pupils given time or support before responses are required</li> <li>• New or difficult vocabulary is clarified, written up, displayed and referred to</li> <li>• Pupils are provided with relevant and accessible resources e.g. word lists, number lines, concrete maths resources, dictionaries, word mats</li> <li>• Variety of recording methods used as routine - use of software e.g. 'Talking Tins' and 'Clicker 7'</li> <li>• Use of ICT as an access strategy</li> <li>• A range of strategies used to support pupils with dyslexia and other learning difficulties</li> <li>• Approachable, supportive staff who have high expectations for all</li> <li>• Display learning behaviours with rewards and consequences</li> <li>• Partnership books</li> <li>• Homework</li> <li>• Sumdog, Bug Club</li> <li>• Termly verbal or written reports to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Small group support in class</li> <li>• Pre-teaching in preparation for whole class sessions including difficult and new vocabulary.</li> <li>• Small group spelling support</li> <li>• Small group phonic booster</li> <li>• Small group times tables booster</li> <li>• Additional Guided Reading</li> <li>• Small group work to deliver specific intervention with a purpose and measured impact</li> <li>• Lego Therapy</li> <li>• Time to Talk</li> <li>• IDL</li> <li>• 1<sup>st</sup> Class @ Number</li> <li>• Success @ Arithmetic</li> <li>• Write from the Start</li> <li>• Speed up Writing</li> <li>• Toe by Toe</li> <li>• Art Therapy</li> <li>• Social Group</li> <li>• Worries Club</li> <li>• Daily readers</li> <li>• Same day post learning support</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans (ILPs) for all children identified as having a special educational need</li> <li>• Personalised timetable - including range of learning support to ensure curriculum access as well as interventions to support specific areas of need</li> <li>• Individual plan in form of provision maps for specific area of need , education plan or inclusion passport</li> <li>• Clarity for all adults involved around specific targets children need to work on</li> <li>• Exploration of conditions that may need to be treated/managed/supported more effectively</li> <li>• Termly review</li> <li>• Individual session with visiting specialist</li> <li>• Annual review</li> <li>• Risk assessment to support inclusion within certain activities</li> <li>• Adjustments to learning space layout to facilitate effective learning for groups/individuals e.g. additional space for writing slope / seat wedge, facing door / wall</li> <li>• Individual behaviour plan/targets with individualised motivational rewards</li> <li>• Mentoring/pastoral support at key times of day/week</li> <li>• Advice and guidance from external professionals</li> <li>• Individual equipment - larger pencil, seat wedge, writing slope, specialised scissors.</li> <li>• Use of specific sensory support equipment e.g. fiddle toy, wobble cushion</li> </ul>