**Provision Map KS1 & KS2 - E code** 

 *Code of Practice 6.1: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

**Name:**

**Year /** **Class:**

**Academic Year:**

| **Universal Provision**  | **Cognition and Learning** | **Communication and Interaction** | **Social, emotional and mental health** | **Sensory and/or Physical**  |
| --- | --- | --- | --- | --- |
| Learning Environment Toolkit**(these practices - are our ‘Must Have’ in our universal SEND provision)** | * information on working walls is accessible to all children and appropriate to current learning.
* displayed print is large enough to be read by all children.
* phonics charts, vocabulary rainbow and subject specific words are displayed and used in the lessons.
* English resources, appropriate to the chns needs are available writing frames, vocabulary mats, word banks, phonic prompts, dictionaries.
* Maths resources appropriate to the needs of the chn are available e.g. bead string, 100 square/number line, base 10 frames, numicon,
* Flexible seating responds to the learning within the lessons
 | * Calm, structured classroom environment with clear, visual information about what is happening and what is expected - visual timetable is displayed on the SMART board and removed through the day.
* widget symbols scaffold routines
* Speech and Language rich environment developing receptive and expressive language skills.
 | * Adults response to individual children regarding SEND
* SHINE principles – displayed and referred to
* Practices to support social interactions - buddy systems, friendship strategies,
* Practices to support emotional literacy - 5-point scale
* Seating places support social / emotional needs - the teacher is available.
* Consistent practices / routines to support self-regulation / co-regulation – through relationship
 | * Classroom organisation is responsive to individual children regarding physical needs including VI & HI and sensory processing.
* Alternative strategies, routines and practices to reduce sensory overload /supporting sensory regulation for individual children.
* Seating places support individual needs - HI, VI, Physical, attention, emotional state.
 |
| Teacher Toolkit | * Adapted Teaching & Learning in the lesson.
* Support with skills for successful learning – practices to help hold attention, develop active listening skills.
* Pre-teaching
* Use of talk partners for oral rehearsal / shared practice.
* Extra time given to complete tasks.
* Adapted teaching for spelling strategies.
* Use spell checkers (upper KS2)
* Daily opportunities to experience success, focusing on praising effort.
* Use of positive live marking.
* Adapted teaching for learning number facts.
* Writing / planning frames
* Additional support with accessing class texts
 | * Pre-teaching vocabulary or concepts
* Visual prompts to support language - dual coding.
* Target child – to check for understanding.
* Explicit instructions - process / respond to verbal information.
* Visual prompts to support routines / expectations.
* Thinking time when answering / asking questions.
* Revisit / repeat information back to the adult.
* Additional support when copying from the board.
* Additional support with writing tasks.
* Use of Mind mapping
* Shared practices - My turn / Your turn – say it again better.
* Speech – generalisation (SALT) support in class.
 | * Specific practices to develop social interaction and promote positive peer relationships.
* Specific structured routines
* Teach calming strategies.
* Adults tune in to signs of dysregulation – Use of specific routines, practices e.g. breakout time, movement jobs, heavy work tasks
* pre-empt difficult situations and need strategies, routines, practices.
* Restorative conversation
* Comic strip conversations
* Visual prompts
* Teach emotional literacy
* Timers / wait buttons
 | * Modified routines / practices – e.g. child not expected to write the LO
* Use of pre-prepared work
* Use of enlarged text
* Audio books
* Pre-writing activities/warm up
* Fine motor skills activities
* Gross motor skills activities
* Writing tools – pencil grip, writing slope, seat wedge
* Develop note taking skills / use of sound buttons
* Daily routines for movement/sensory breaks
* Alternative methods of recording – use of speech to text (365 Office online), word processing, Clicker 7, power point, video/recording
 |
| Pupil Toolkit | * Visual task planner or learning jig.
* Writing / reading tool kit – Phonics chart / spelling lists / word banks.
* Pop-up with non-negotiables.
* sentence openers / writing prompts
* Using dyslexia friendly strategies to support learning - coloured overlays, easier to access font, reading guides,
* 5-point scaling tools to support independence
* IT resources – Office 365 online immersive reader, google read aloud, sound buttons.
* Sentence toolkit visuals (hammer, screwdriver, paintbrushes, tape measure, spanner)
 | * Prompt cards for group roles and conversation skills
* Social stories to develop understanding of social situations
* Opportunities for verbal rehearsal before writing-language for writing
* 5-point scaling tool – how much help will you need / how hard.
* Widget communication choice board
* Task planner or Learning jig.
* TEEACH strategies
* IT resources – Microsoft dictation, dragon speak, sound buttons
 | * Now and Next Board
* task planner
* Emotional-scaling tools / strategies
* Personal 5-point scale
* break out space.
* workstation
* Visual prompts e.g. I know / I don’t know what to do
* Time in with a trusted adult
* Brilliant boards
 | * Adapted equipment.
* Handheld fidget toys – squeezy objects
* Resources for concentration-sensory cushions, blu tac, chewelry,
* Now / Next
* break out time
* sensory breaks
* Use of specific equipment - Ear defenders
* TEEACH strategies
* Bespoke practices for chn with HI or VI – metre from the teacher for inputs, seating plan to support individual difficulties.
* Bespoke practices for chn with physical needs
 |
| Otherprovisione.g. lunchtime |  |  | Lunch time provision (add in what)Reading with Roddy |  |
| **Assessment tools**  | Little Wandle assessment toolNumber stacks assessment toolReading Recovery assessment Trugs reading fluency assessment DST diagnostic spelling assessment Stairway to spellingdyslexia assessment Accelerated Reader Graduated Response Toolkit – Cognitive Learning  | Language Link assessment Speech link assessmentSEMH v SLCN – tool (CiT & SEMH team)TALC – I canWorking memory – Memory BoxGraduated Response Toolkit Communication and interaction.  | Thrive assessment AET progression framework (autism) Language for Thinking Boxall assessment (SEMH)Graduated Response Toolkit SEMH | Fun FitHigh FiveGraduated Response Toolkit – Physical / Sensory |

| **Targeted****Provision** interventions | * Precision teaching xtables
* Clicker
* TRUGs
* Reading Recovery
* Phonic play (KS1)
* Project X (upper KS2)
* Number stacks
 | Little Wandle: * catch up
* repeated practice
* priority reader
* Colourful semantics
* Stairway to spelling
* Toe by Toe
* Stride ahead
 | * Speech Link interventions
* Language link interventions
* Lego-therapy

  | * SALT speech programme
* Language programme
* Working memory – Memory Box
 | * Forest Nurture
* Drawing & Talking
* Language for Thinking
* AET progression framework
 | * Attachment based mentoring
* Thrive - intervention plan
* Emotional Logic
* School Mental Health team
 | * FunFit
* Balance boards
* Physio/OT programmes
* LED intervention
 | * High-five
* Dough disco
* Theraputty
* Typing club - typing fluency

<https://www.typingclub.com/>  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Plan, do, assess, review | **Cost** | **Intervention**  | **SMART target** | **Duration** / **Frequency** | **Led by** | **Entry data** | **Exit data** | **Evaluation / Next steps** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

 **highlight diagnosis and any additional support plans**

| **Diagnosis**  | **Dyslexia** **Global delay**  | **Autism** **Dyspraxia** **Developmental Language Disorder** **Developmental Language Delay** **Speech Delay**  | **ADHD** | **Hearing impairment** **Visual impairment****Other: (add in)** |
| --- | --- | --- | --- | --- |
| **Support Plans** | PeP (CiC |  | Risk assessmentAlternative timetableRelational support plan  | Personal emergency evacuation Plan (PeeP)Individual Health Care Plan (IHCP)Individual Care Plan (ICP) |

| **External Agencies** | EP |  Paediatrics  | SALT | CiT | Inclusion team | SEMH team | OT | Physiotherapy  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dyslexia outreach team |  |  |  | CAMHs | PHN - school nursing team | VI / HI | Advisory service for chn with phys difficulty  |

|  | **Cognitive Learning** | **Communication and Interaction** | **SEMH** | **Sensory / Physical** |
| --- | --- | --- | --- | --- |
| **Outcomes on reports from other professionals’ services** |  |  |  |  |
| **EHCP** **outcomes**  |  |  |  |  |
| **EHCP** **provision** **F section**  |  |  |  |  |