

Map Of Provision / Intervention

(by area of need)

Social, Mental and Emotional Health



Wave One:

- Whole school and class reward systems promoting learning behaviour
- Whole school / class rules
- Whole school policy for behaviour management with graduated response
- Circle time as part of PSHEE curriculum – enhancing self-esteem
- Sports Leaders to help manage playtimes
- Sharing of vulnerable children info at staff meetings
- Liaison with parents through Parents` Evenings
- Feelings thermometers
- Zones of regulation posters
- Hand of choices
- Now/Next/Then Board or Choices Board

Wave Two :

- Social Skills group training eg. Turn taking, social stories
- Monitoring at playtimes
- Comic Strip Conversations
- Homework club- includes pupils with difficult home circumstances
- More regular parent/teacher liaison eg weekly
- Building Resilience Group
- Yoga
- PIKAS support group

Wave Three: SEN Support

- Individual arrangements for SATS
- 1-1 behaviour programme e.g. Anger management techniques, Individual contract and /or reward system
- Behaviour Support Team - individual intervention
- TA 1-1 support – used to support and monitor ILP programme
- 1-1 close surveillance at playtime
- 1-1 Teacher time
- Additional planning and arrangements for transition
- Counselling / Play therapy



Communication and Interaction

Wave One:

- Flexible teaching arrangements
- Structured school and classroom routines
- Differentiated curriculum delivery e.g. simplified language or minimal use of language
- Differentiated outputs e.g. cartoon strip instead of written prose, use of ICT
- Increased visual aids / modelling etc.
- Visual timetables
- Use of symbols

Wave Two :

- In-class TA support to aid delivery of Provision Map targets including individualised reward systems.
- Social skills training group
- Playground monitoring
- School Start Programme, Narrative programme, Robust Vocabulary, Reading for Meaning

Wave Three: SEN Support

- 1-1 Speech & Lang therapy sessions – delivered by TA monitored by NHS SALT
- Individual arrangements for SATS
- Visual timetable/ visual task organiser
- Use of ICT e.g. word processing programmes, text-speech eg Word 365
- Additional planning and arrangements for transition

Sensory and Physical



Wave One:

- Flexible teaching arrangements eg. seating, child able to move at will to access lesson
- Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to child with hearing impairment / light implications for visually impaired and lip readers
- Availability of resources e.g. writing slopes, pencil grips

Wave Two :

- Brain gym exercises – e.g. in group as lesson warm-up
- Co-ordination group – eg. Jump Ahead.
- Keyboard skills – Touch Typing training
- Handwriting and/or fine motor programmes eg Cursive Script
- Adapted writing resources eg pencil grips.

Wave Three: SEN Support

- 1-1 individual support in class to facilitate access to curriculum eg. enlargement and adaptation of learning materials
- Individual arrangements for SATS
- Teacher use of resources e.g. radio mic for hearing impaired,
- TA to monitor safety and give discreet support as required e.g. physically impaired child
- Individual speech therapy and language support by TA
- Provision of specialist equipment e.g. seating, ICT
- Individual handwriting / fine motor/ keyboard skills training
- Additional planning and arrangements for transition



Cognition and Learning

Wave One:

- Differentiated curriculum planning and work
- Differentiated delivery e.g. simplified language, slower lesson pace,
- Differentiated outcome e.g. cartoon strip instead of written prose, use of ICT (Word 365)
- Increased visual aids / modelling etc.
- Visual timetables
- ACE dictionaries / spellcheckers/word banks
- Use of writing frames

Wave Two :

- In-class TA literacy and numeracy support
Sound by Sound, Number Box, Stride Ahead
- Withdrawal groups
- Multi-sensory spelling practice groups..Stareway
- Group and individual use of ICT programmes eg Floppy Phonics, Reading Eggs

Wave Three: SEN Support

- 1-1 precision teaching – for English or maths
- 1-1 Literacy programmes – reading-(Toe by Toe, Stride Ahead) , phonics programmes (e.g. Jolly Phonics, Floppy Phonics or combined (eg TRTS)
- 1-1 numeracy programme e.g. Number Shark, NumberBox
- Individual arrangements for SATS
- Use of ICT eg laptops in class
- Additional planning and arrangements for transition