



Whole school Provision Map

Category : Social, Emotional and Mental Health Anxiety, depression, attachment disorder and ADHD / ADD			
All pupils will have...	Some pupils will have..	A few children will have...	Intervention
• Quality first teaching • PSHE Curriculum—Jigsaw/RSE Lambeth • Staff trained in safeguarding • Zones of Regulation Consistent behaviour support strategies in all environments e.g. Behaviour Blueprint, Zones of Regulation, use of house points to reward positive behaviour Reflection zones in class • Monitoring of incidents (CPOMMS) In class worry or feeling box Thrive time Worry monster Regulation station	Social skill group Sensory diets/ movement breaks OT approved Worry Box/feelings box Social/Nurture Group Playground monitoring Buddy system Home/school communication system Organisational reminders Allocated seating Additional movement/sensory breaks	Soft start to the day (08:40 - 08:50arrival) Fantastic Finish 3:15-3:30pm 1:1 teaching with in a calm space Reduced timetable Sensory resources Access to quieter areas in class and outside 1:1 Zones of Regulation work Social stories Comic strip conversations Individual timetable Risk assessment Reintegration Plan PSP External support including: School nursing service, CAMHs, Early Help, Welcare, Lambeth Behaviour support MHST Team	Learning mentor 1:1/ Grouped sessions Drama therapy – Roundabout Therapy Zones of Regulations- social skills group Assessment Tools Thrive



Category : Sensory and Physical Needs			
Visual impairments, hearing impairments, physical disabilities and sensory disorders			
All pupils will have...	Some pupils will have..	A few children will have...	Intervention
Regular handwriting practice Pencils and scissors tailored to their needs Brain breaks learning Broad PE Curriculum EYFS – Disco gym Face pupils when speaking so they can lip read Refrain from talking while you are writing on the board Use visual or talking timetables Ensure learning resources for pupils' use are accessible and clearly labelled Use facial expressions, gestures and other body language to communicate Provide extra time for compiling tasks Ensure misunderstandings, mistakes or misconceptions are dealt with sensitively and positively Ensure safe movement around the classroom for wheelchair or walking frame users Ask students where they would like to sit to optimise communication, make sure they are near the teacher and away from heavy traffic areas or distracting areas e.g. doors, windows, things that generate background noise Pair pupils up with other peers, enable them to work in supportive group of peers Make sure that hearing aid users are wearing their hearing aids Sequence topics so that new material is related to prior knowledge	Tripod grippers Tripod pencils Access to funky fingers programme Fine motor skills intervention Additional gross motor skills activities Support during PE Wobble cushion Pencil grip, triangular pencil, pencil with grooves Additional movement/sensory breaks	Specialist equipment Ear defenders Weighted blanket Resistance band Writing slope Fiddle toys Intimate care plans Sensory resources Access to quieter areas in class 1:1 support for PE Enlarged/adapted texts Risk assessment Programme of support planned by outside agency (delivered by school staff i.e. OT , Impairment team , nurse team	KG to monitor use of fidget toys Movement Breaks- Assessment Tools Use of the OT monitoring pack – TLA in class Hearing impairment Team

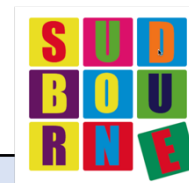


Category : Communication and Interaction SLCN and ASD (social use of language)			
All pupils will have...	Some pupils will have..	A few children will have...	Intervention
• Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (differentiate as necessary) • Marking relevant to pupils • Use effective questioning e.g. open-ended questions, giving the pupil/s time to respond. • Promote opportunities for pupils to discuss the learning in various contexts (partners, small groups, whole class etc). • Specific teaching of vocabulary (following the model for specific teaching of vocabulary for pupils with EAL and/or communication needs). • Provide key vocabulary and word lists explicitly teaching words within pupils range of ZPD and etymology of words. • Use discussion and visual cues (symbols, pictures, photographs) to support spoken and written communication.	• Social group • Speaking and Listening intervention • Playground support/monitoring • Buddy system • Organisational reminders • Pre teaching - vocabulary/concepts • Visual prompts • Communication cue cards • Colourful semantics • Black sheep activities	PECs • Makaton • Now and Next board • Time out card • Choice to work independently or with partner / in a group • Mind mapping • Visual coding • Social stories • Comic strip conversations • Lego Therapy	Trained TLA s SALT provided by London Children's Practise 1 day per week - Support from outside agencies including, SALT, SLCA advisory teacher Colourful semantics (eyfs/ks1) Visual coding (ks2) Lego Therapy - Laura Assessment Reception Screener Wellcomm Review by SALT Receptive and expressive NHS salt STAMMER CENMAC

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| <ul style="list-style-type: none">• Model your expectations provide a whole class WAGOLL.• Use commentary to explain your thinking and why you are doing certain things.• Ensure that classroom displays are clear, meaningful and engaging to pupils and include key vocabulary, which has been previously taught. | | | |
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Category : Cognition and Learning General Learning Difficulties / SpLD			
All pupils will have...	Some pupils will have..	A few children will have...	Intervention
• Consistent behaviour support strategies in all environments e.g. Zones of Regulation • Give specific, information-giving feedback to reward effort and learning behaviours • 'Stretch' higher quality responses by not praising first response, but leaving space for children to extend their thinking and answer. • Give extra time when needed, allow pupil to work at own pace and allow breaks between task • Give pupil enough thinking time to process information (up to 10 seconds) • Over-rehearse everyday language e.g. ordinal, sequential and temporal vocab with all pupils • Explicitly teach key words including etymology of language • Check pupil's understanding by asking them to repeat back what you have said and asked them to do, and to say what they have learned • Support written tasks with Mind Maps, writing frames, prompt cards, word lists etc • Plan in 'talk time' with peers (careful pairings/trios) • Use discussion, visual tools and props to encourage talk and support writing e.g. talk buttons, iPads • Reduce cognitive load by using standard	• Lexia • Numeracy Booster • Literacy Booster – Hold a sentence RWI • Fast Track RWI intervention • Spelling intervention (SpLD) • Visual prompts and resources • Organisational reminders • Non-negotiable reminders • Now/next board • Task planners • Additional processing time (accounted for in assessments) • Targeted adult support	• Adapted curriculum • Individual interventions • Specific resources • Tinted paper / coloured overlays • Scribe • Regular access to ICT • Touch typing practice • Individualised phonics/spelling mats • Pre-teaching • Individual assessment arrangements • Referral to NHS Paeds team	Phonics – booster(eyfs/ks1)/ fast track (ks2) Dyslexia programme -Literacy Gold - Screening Support from outside agencies – EP Assessments Access to Literacy -specialist Literacy Teacher CENMAC

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• PowerPoint slide format • Reduce cognitive load through sharply focused teaching, and removing extraneous 'clutter' in slides and/or explanations • Reduce cognitive load using 'CPA' (Concrete and pictorial representations) approach a consistent 'tools' for visual representation e.g. cherry and bar model as applied in Maths Mastery Approaches • Give step-by-step instructions - break learning and tasks down into smaller steps and follow Rosenshine's Principles when planning. • Model what you want the pupil to do (demonstration / provide a WAGOLL). • Ensure that classroom displays are clear, meaningful and engage the pupil			
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