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

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*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** |
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| 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 |
| Otherprovision  e.g. lunchtime |  |  | Lunch time provision (add in what)  Reading with Roddy |  |
| **Assessment tools** | Little Wandle assessment tool  Number stacks assessment tool  Reading Recovery assessment  Trugs reading fluency assessment  DST diagnostic spelling assessment  Stairway to spelling  dyslexia assessment  Accelerated Reader  Graduated Response Toolkit – Cognitive Learning | Language Link assessment  Speech link assessment  SEMH v SLCN – tool (CiT & SEMH team)  TALC – I can  Working memory – Memory Box  Graduated Response Toolkit Communication and interaction. | Thrive assessment  AET progression framework (autism)  Language for Thinking  Boxall assessment (SEMH)  Graduated Response Toolkit SEMH | Fun Fit  High Five  Graduated 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/> |
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| Plan, do, assess, review | **Cost** | **Intervention** | **SMART target** | **Duration** / **Frequency** | **Led by** | **Entry data** | **Exit data** | **Evaluation / Next steps** |
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**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)** |
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| **Support Plans** | PeP (CiC |  | Risk assessment  Alternative timetable  Relational 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 |
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| 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** | |
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| **Outcomes on reports from other professionals’ services** |  |  |  | |  | |
| **EHCP**  **outcomes** |  |  |  | |  | |
| **EHCP**  **provision**  **F section** |  |  |  | |  | |