

# Provision Map KS1 & KS2 – K 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.



Year / Class:

Academic Year:

Universal Provision	Cognition and Learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical
<p>Learning Environment Toolkit (these practices – are our 'Must Have' in our universal SEND provision)</p> <ul style="list-style-type: none"> <li>o information on working walls is accessible (not cluttered, print is large enough to be read) and appropriate to current learning.</li> <li>o phonics charts, vocabulary rainbow and subject specific words are displayed and used in the lessons.</li> <li>o English resources, appropriate to the chns needs are available writing frames, vocabulary mats, word banks, phonic prompts, dictionaries.</li> <li>o Maths resources appropriate to the needs of the chn are available e.g. bead string, 100 square/number line, base 10 frames, numicon,</li> <li>o Flexible seating responds to the learning within the lessons</li> </ul>	<ul style="list-style-type: none"> <li>o Calm, structured classroom environment with clear, visual information</li> <li>o Visual timetable is displayed on the SMART board and removed throughout the day.</li> <li>o Widget symbols scaffold routines</li> <li>o Speech and Language rich environment developing receptive and expressive language skills.</li> </ul>	<ul style="list-style-type: none"> <li>o Adults response to individual children regarding SEND</li> <li>o SHINE principles – displayed and referred to</li> <li>o Practices to support social interactions – buddy systems, friendship strategies,</li> <li>o Practices to support emotional literacy – 5-point scale</li> <li>o Seating places support social / emotional needs – the teacher is available.</li> <li>o Consistent practices / routines to support self-regulation / co-regulation – through relationship</li> </ul>	<ul style="list-style-type: none"> <li>o Classroom organisation is responsive to individual children regarding physical needs including VI &amp; HI and sensory processing.</li> <li>o Alternative strategies, routines and practices to reduce sensory overload /supporting sensory regulation for individual children.</li> <li>o Seating places support individual needs – HI, VI, Physical, attention, emotional state.</li> </ul>	
<p>Teacher Toolkit</p> <ul style="list-style-type: none"> <li>o Adapted Teaching in the lesson.</li> <li>o Support with skills for successful learning – practices to help hold attention, develop active listening skills.</li> <li>o Additional adult support to complete the task</li> <li>o Pre-teaching</li> <li>o Use of talk partners for oral rehearsal / shared practice.</li> <li>o Extra time given to complete tasks.</li> <li>o Adapted teaching for spelling strategies.</li> <li>o Use spell checkers (upper KS2)</li> <li>o Daily opportunities to experience success, focusing on praising effort.</li> <li>o Use of positive live marking.</li> <li>o Writing / planning frames</li> <li>o Additional support with accessing class texts</li> </ul>	<ul style="list-style-type: none"> <li>o Pre-teaching vocabulary or concepts</li> <li>o Visual prompts to support language – dual coding.</li> <li>o Target child – to check for understanding.</li> <li>o Explicit instructions – process / respond to verbal information.</li> <li>o Visual prompts to support routines / expectations.</li> <li>o Thinking time when answering / asking questions.</li> <li>o Revisit / repeat information back to the adult.</li> <li>o Additional support when copying from the board.</li> <li>o Additional support with writing tasks.</li> <li>o Use of Mind mapping</li> <li>o Shared practices – My turn / Your turn – say it again better.</li> <li>o Speech – generalisation (SALT) support in class.</li> </ul>	<ul style="list-style-type: none"> <li>o Specific practices to develop social interaction and promote positive peer relationships.</li> <li>o Specific structured routines</li> <li>o Teach calming strategies.</li> <li>o Adults tune in to signs of dysregulation – Use of specific routines, practices e.g. breakout time, movement jobs, heavy work tasks</li> <li>o pre-empt difficult situations and need strategies, routines, practices.</li> <li>o Restorative conversation</li> <li>o Comic strip conversations</li> <li>o Visual prompts</li> <li>o Teach emotional literacy</li> <li>o Timers / wait buttons</li> </ul>	<ul style="list-style-type: none"> <li>o Modified routines / practices – e.g. child not expected to write the LO</li> <li>o Use of pre-prepared work</li> <li>o Use of enlarged text</li> <li>o Audio books</li> <li>o Pre-writing activities/warm up</li> <li>o Fine motor skills activities</li> <li>o Gross motor skills activities</li> <li>o Writing tools – pencil grip, writing slope, seat wedge</li> <li>o Develop note taking skills / use of sound buttons</li> <li>o Daily routines for movement/sensory breaks</li> <li>o Alternative methods of recording – use of speech to text (365 Office online), word processing, Clicker 7, power point, video/recording</li> </ul>	
<p>Pupil Toolkit</p> <ul style="list-style-type: none"> <li>o Visual task planner or learning jig.</li> <li>o Writing / reading tool kits – Phonics chart / spelling lists / word banks.</li> <li>o Pop-up with non-negotiables.</li> <li>o sentence openers / writing prompts</li> <li>o Using dyslexia friendly strategies to support learning – coloured overlays, easier to access font, reading guides,</li> <li>o 5-point scaling tools to support independence</li> <li>o IT resources – Office 365 online immersive reader, google read aloud, sound buttons.</li> <li>o Sentence toolkit visuals (hammer, screwdriver, paintbrushes, tape measure, spanner)</li> </ul>	<ul style="list-style-type: none"> <li>o Prompt cards for group roles and conversation skills</li> <li>o Social stories to develop understanding of social situations</li> <li>o Opportunities for verbal rehearsal before writing-language for writing</li> <li>o 5-point scaling tool – how much help will you need / how hard.</li> <li>o Widget communication choice board</li> <li>o Task planner or Learning jig.</li> <li>o TEEACH strategies</li> <li>o IT resources – Microsoft dictation, dragon speak, sound buttons</li> </ul>	<ul style="list-style-type: none"> <li>o Now and Next Board</li> <li>o task planner</li> <li>o Emotional-scaling tools / strategies</li> <li>o Personal 5-point scale</li> <li>o break out space.</li> <li>o workstation</li> <li>o Visual prompts e.g. I know / I don't know what to do</li> <li>o Time in with a trusted adult</li> <li>o Brilliant boards</li> </ul>	<ul style="list-style-type: none"> <li>o Adapted equipment.</li> <li>o Handheld fidget toys – squeeze objects</li> <li>o Resources for concentration-sensory cushions, blu tac, chewelry,</li> <li>o Now / Next</li> <li>o break out time</li> <li>o sensory breaks</li> <li>o Use of specific equipment – Ear defenders</li> <li>o TEEACH strategies</li> <li>o Bespoke practices for chn with HI or VI – metre from the teacher for inputs, seating plan to support individual difficulties.</li> <li>o Bespoke practices for chn with physical needs</li> </ul>	
<p>Other provision e.g. lunchtime</p>			<p>Lunch time provision (add in what)</p> <p>Reading with Roddy</p>	
<p>Assessment tools</p> <p>Little Wandle assessment tool                      Number stacks assessment tool                      Trugs reading fluency assessment                      DST diagnostic spelling assessment / HASTE spelling assessment                      dyslexia assessment (reading recovery assessment tool)                      Accelerated Reader – fluency / accuracy / reading age                      PEBBLEs                      Graduated Response Toolkit – Cognitive Learning</p>	<p>Language Link assessment                      Speech link assessment                      SEMH v SLCN – tool (CIT &amp; SEMH team)                      TALC – I can                      Working memory – Memory Box                      PEBBLEs                      Graduated Response Toolkit Communication and interaction.</p>	<p>Thrive assessment                      AET progression framework (autism)                      Language for Thinking                      Language for Behaviour                      Rosenberg's Self –esteem Scale                      Boxall assessment (SEMH)                      Graduated Response Toolkit SEMH</p>	<p>Fun Fit                      High Five                      Graduated Response Toolkit – Physical / Sensory</p>	

<b>Targeted Provision interventions</b>	o TRUGs	Little Wandle:	o Speech Link interventions	o SALT speech programme	o Forest Nurture	o Attachment based mentoring	o FunFit	o High-five
	o Phonic play (KS1)	<ul style="list-style-type: none"> <li>• Rapid catch up</li> <li>• Priority reader</li> <li>• SEND programme</li> </ul>	o Language link interventions	o Language programme	o Drawing & Talking	o Thrive - intervention plan	o Balance boards	o Dough disco
<b>Go To interventions</b>	o Reading Recovery	o Colourful semantics	o Lego-therapy	o Working memory - tbc	o Language for Thinking	o Emotional Logic	o Physio/OT programmes	o Theraputty
	o Project X (upper KS2)	o Stairway to spelling			o AET progression framework	o School Mental Health team	o LED intervention	o Typing club - typing fluency <a href="https://www.typingclub.com/">https://www.typingclub.com/</a>
Plan, do, assess, review	Number stacks	Little Wandle: Rapid catch up / SEND programme / priority reader	Lego Therapy language link Interventions		Thrive		Fun fit	
		Colourful Semantics					High-Five	
		Stairway to Spelling					dough disco/theraputty	
							Typing club	
	<b>Pupils</b>	<b>Intervention</b>	<b>SMART target</b>	<b>Duration / Frequency</b>	<b>Led by</b>	<b>Entry data</b>	<b>Exit data</b>	<b>Evaluation / Next steps</b>
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### highlight diagnosis and any additional support plans

<b>Diagnosis</b>	Dyslexia Global delay	Autism Dyspraxia Developmental Language Disorder Developmental Language Delay Speech Delay	ADHD	Hearing impairment Visual impairment Other: (add in)
<b>Support Plans</b>	PeP (CiC)		Risk assessment Alternative timetable Relational support plan	Personal emergency evacuation Plan (Peep) Individual Health Care Plan (IHCP) Individual Care Plan (ICP)

<b>External Agencies</b>	EP	Paediatrics	SALT	CiT	Inclusion team	SEMH team	OT	Physiotherapy
	Dyslexia outreach team	GP			CAMHS Mental Health in schools	PHN - school nursing team Early Help	VI / HI	Advisory service for chn with phys difficulty