

St Nicolas' CE Combined School – Whole School Provision Map

	Cognition and learning	Communication and Interaction	Social, Emotional and Behavioural	Sensory and physical
<p>Wave 1 All children High Quality teaching for all</p>	<p>SEND non-negotiables</p> <ul style="list-style-type: none"> - Lessons are adapted to meet the needs of all children in the classroom - a range of learners are supported through visual, auditory and kinaesthetic activities. - Lessons are well paced and allow breaks for children who need it. - Positive attitude to children with SEND rather than thinking of the challenges, think about how you can help them overcome their challenges. - A belief that all children can learn independently and are supported to do so. <p>The 'five a day' principle from the EEF</p> <ul style="list-style-type: none"> - Explicit instruction – a focus on clear explanations, modelling and frequent checks on understanding. Guided practice is given first to allow children to then work independently. - Cognitive and metacognitive strategies used – managing students cognitive load is important to allow information to transfer to long-term memory. - Scaffolding – provide supportive tools and resources to allow the child to succeed independently. Gradually remove the scaffolding over the days or weeks to encourage even more independence. - Flexible grouping – allocate groups temporarily to focus on specific skills based on live feedback. - Use of technology – whether this used by the teacher or student, use the benefits of technology to support learning 	<ul style="list-style-type: none"> -Visual aids -Modelling -Visual learning -Visual timetables -In class support in small groups or 1:1 -Use of symbols -Class routines and procedures -ICT used in lessons - Task checklists for breaking down tasks - repetition of instructions - timers to keep on task 	<ul style="list-style-type: none"> -Class dojo reward scheme -Talk it/message boxes -Circle time -PSHE Curriculum -Head teachers award -House Points -Positive behaviour praise -Behaviour Policy/system - Whole class mindfulness activities - Whole class movement breaks - Calm corner/sensory area in each classroom. 	<ul style="list-style-type: none"> -Writing slopes -Pencil grips -Outdoor learning - Gross and fine motor whole class activities - Whole class movement breaks - Lessons planned for all types of learners including those who learn with physical equipment and manipulatives. - Sensory/calm area in each classroom. - Laptop if required
<p>Wave 2 Group work Interventions to enable students to work at age related expectations</p>	<ul style="list-style-type: none"> -Small group teaching at a different level -Wings for writing -Writing intervention group/writing recovery -Maths intervention group - Times table group/times table rock stars -Word Shark -Number Shark -RWI catch up group -Spelling practise groups -Additional reading support group -Coloured overlays and different coloured paper -Reading scheme books 	<ul style="list-style-type: none"> -Social skills groups -Friendship groups -Social stories - colourful semantics - Lego therapy -Speech and language groups - Speech Link interventions 	<ul style="list-style-type: none"> -Social Skills groups -Time out (in another class or safe space in the classroom) -Year 6 transition support group - attention and concentration activities - social stories - Mindfulness groups using Monkey mind/how to train your brain like a ninja 	<ul style="list-style-type: none"> -Handwriting support -Fine motor skills group (Fizzy programme) -Gross motor skills group (Fizzy programme) - Rainbow Road - Fidget toys - Fidget cushions - Hard putty/Theraputty - Velcro under tables - Movement breaks
<p>Wave 3 Individual Additional highly personalised interventions</p>	<ul style="list-style-type: none"> -RWI 1:1 Catch ups -1:1 maths teaching -1:1 reading -Individualised timetable -Individualised curriculum -Additional time given when required - Use of dictation, scribes or transcriptions to aid learning -Toe by Toe - Precision teaching - Work separated into manageable sections - Range of practical resources to support understanding individualised 	<ul style="list-style-type: none"> -Autism outreach team -Visual organisers -Speech and Language therapy -Use of technology in class -1:1 reading -Individualised timetable - Logic games 	<ul style="list-style-type: none"> -Individual reward scheme -Individual behaviour plan - communication books -Individualised timetable (Now and Next) -Play therapy -Monitoring at break and lunchtimes - movement breaks - mood rating system 	<ul style="list-style-type: none"> -Individual support during PE, lunchtime and playtime - Adjustments made to the environment to support access -Individualised timetable - Ear muffs - Chew necklaces - Calming toolkit

