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
Learning Environment Toolkit (these practices – are our 'Must Have' in our universal SEND provision)	o information on working walls is accessible to all children and appropriate to current learning. o displayed print is large enough to be read by all children. o phonics charts, vocabulary rainbow and subject specific words are displayed and used in the lessons. o English resources, appropriate to the chns needs are available writing frames, vocabulary mats, word banks, phonic prompts, dictionaries. o Maths resources appropriate to the needs of the chn are available e.g. bead string, 100 square/number line, base 10 frames, numicon, o Flexible seating responds to the learning within the lessons	o Calm, structured classroom environment with clear, visual information o Visual timetable is displayed on the SMART board and removed throughout the day. o Widget symbols scaffold routines o Speech and Language rich environment developing receptive and expressive language skills.	o Adults response to individual children regarding SEND o SHINE principles – displayed and referred to o Practices to support social interactions – buddy systems, friendship strategies, o Practices to support emotional literacy – 5-point scale o Seating places support social / emotional needs – the teacher is available. o Consistent practices / routines to support self-regulation / co-regulation – through relationship	o Classroom organisation is responsive to individual children regarding physical needs including VI & HI and sensory processing. o Alternative strategies, routines and practices to reduce sensory overload /supporting sensory regulation for individual children. o Seating places support individual needs – HI, VI, Physical, attention, emotional state.
Teacher Toolkit	o Adapted Teaching & Learning in the lesson. o Support with skills for successful learning – practices to help hold attention, develop active listening skills. o Pre-teaching o Use of talk partners for oral rehearsal / shared practice. o Extra time given to complete tasks. o Adapted teaching for spelling strategies. o Use spell checkers (upper KS2) o Daily opportunities to experience success, focusing on praising effort. o Use of positive live marking. o Adapted teaching for learning number facts. o Writing / planning frames o Additional support with accessing class texts	o Pre-teaching vocabulary or concepts o Visual prompts to support language – dual coding. o Target child – to check for understanding. o Explicit instructions – process / respond to verbal information. o Visual prompts to support routines / expectations. o Thinking time when answering / asking questions. o Revisit / repeat information back to the adult. o Additional support when copying from the board. o Additional support with writing tasks. o Use of Mind mapping o Shared practices – My turn / Your turn – say it again better. o Speech – generalisation (SALT) support in class.	o Specific practices to develop social interaction and promote positive peer relationships. o Specific structured routines o Teach calming strategies. o Adults tune in to signs of dysregulation – Use of specific routines, practices e.g. breakout time, movement jobs, heavy work tasks o pre-empt difficult situations and need strategies, routines, practices. o Restorative conversation o Comic strip conversations o Visual prompts o Teach emotional literacy o Timers / wait buttons	o Modified routines / practices – e.g. child not expected to write the LO o Use of pre-prepared work o Use of enlarged text o Audio books o Pre-writing activities/warm up o Fine motor skills activities o Gross motor skills activities o Writing tools – pencil grip, writing slope, seat wedge o Develop note taking skills / use of sound buttons o Daily routines for movement/sensory breaks o Alternative methods of recording – use of speech to text (365 Office online), word processing, Clicker 7, power point, video/recording
Pupil Toolkit	o Visual task planner or learning jig. o Writing / reading tool kits – Phonics chart / spelling lists / word banks. o Pop-up with non-negotiables. o sentence openers / writing prompts o Using dyslexia friendly strategies to support learning – coloured overlays, easier to access font, reading guides, o 5-point scaling tools to support independence o IT resources – Office 365 online immersive reader, google read aloud, sound buttons. o Sentence toolkit visuals (hammer, screwdriver, paintbrushes, tape measure, spanner)	o Prompt cards for group roles and conversation skills o Social stories to develop understanding of social situations o Opportunities for verbal rehearsal before writing–language for writing o 5-point scaling tool – how much help will you need / how hard. o Widget communication choice board o Task planner or Learning jig. o TEEACH strategies IT resources – Microsoft dictation, dragon speak, sound buttons	o Now and Next Board o task planner o Emotional-scaling tools / strategies o Personal 5-point scale o break out space. o workstation o Visual prompts e.g. I know / I don't know what to do o Time in with a trusted adult o Brilliant boards	o Adapted equipment. o Handheld fidget toys – squeezy objects o Resources for concentration-sensory cushions, blu tac, chewelry, o Now / Next o break out time o sensory breaks o Use of specific equipment - Ear defenders o TEEACH strategies o Bespoke practices for chn with HI or VI – metre from the teacher for inputs, seating plan to support individual difficulties. o Bespoke practices for chn with physical needs
Other provision 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 Rosenberg's Self -esteem Scale Graduated Response Toolkit SEMH	Fun Fit High Five Graduated Response Toolkit – Physical / Sensory

Targeted Provision interventions	o Precision teaching xtables
	o Clicker
	o TRUGs
	o Phonic play (KS1)
	o Reading Recovery
	o Project X (upper KS2)
	o Number stacks
		Little Wandle:
		   • catch up
		   • repeated practice
		   • priority reader
		o Colourful semantics
		o Stairway to spelling
		o Toe by Toe
		o Stride ahead
			o Speech Link interventions
			o Language link interventions
			o Lego-therapy
				o SALT speech programme
				o Language programme
				o Working memory – Mel??
					o Forest Nurture
					o Drawing & Talking
					o Language for Thinking
					o AET progression framework
						o Attachment based mentoring
						o Thrive – intervention plan
						o Emotional Logic
						o School Mental Health team
							o FunFit
							o Balance boards
							o Physio/OT programmes
							o LED intervention
								o High–five
								o Dough disco
								o Theraputty
								o Typing club – typing fluency
								https://www.typingclub.com/

Plan, do, assess, review	Pupils	Intervention	SMART target	Duration / Frequency	Led by	Entry data	Exit data	Evaluation / Next steps

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)
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
	Dyslexia outreach team				CAMHs	PHN – school nursing team	VI / HI	Advisory service for chn with phys difficulty