



St Felix RC Primary Provision Map- Overview

Area of Need	Universal	Targeted	Specific
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> Scaffolded curriculum planning, activities, delivery and outcome Quality First Teaching / High quality inclusive teaching Increased visual aids / modelling Visual timetables Illustrated dictionaries Use of writing frames / verbal writing frame Working walls for core subjects Access to ICT Focused group work e.g. guided reading, guided writing Concrete manipulatives in all maths lessons: <ul style="list-style-type: none"> -Numicon -Dienes rods -Counters Little Wandle Letters and Sounds Phonics programme Little Wandle Letters and Sounds Keep Up Mastering Number EYFS – Y2 	<ul style="list-style-type: none"> Booster groups using PiXL Therapies Individual reading with TA 1 to 1 tuition, e.g. pre-learning and over-learning Small group work to consolidate/pre-teach English and maths Concrete manipulatives in all maths lessons: <ul style="list-style-type: none"> -Numicon -Dienes rods -Counters Little Wandle Letters and Sounds Rapid Catch Up Phonics Y1-Y6 Little Wandle Reading Fluency Y3- Y6 	<ul style="list-style-type: none"> Little Wandle Letters and Sounds SEND Rapid Catch Up Catch Up Numeracy Pupil Passports Digital Reading Aids Additional Individual Reading Online Inclusion Support Meeting for external agency initial advice Solutions Circle multi-agency consultation meetings Analysis of Additional Needs Tool (fee paying) Traded offers for external agency support (fee paying) Referral to Specialist Education Services CL for specialist teacher support Information, Advice and Assistance (IAA) referral for nursery

<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Scaffolded curriculum, planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling • Maths Mastery and use of full sentences for maths • Visual timetables • Use of symbols and pictures • Structured school and class routines • Vocabulary on working walls • Working walls for core subjects • RSHE lessons 	<ul style="list-style-type: none"> • In class support from adult with some focus on supporting speech and language • Additional use of ICT • Pre-teaching of sounds • LEGO Therapy • Social Stories TM 	<ul style="list-style-type: none"> • Speech and Language support from SALT, followed up in school • ELKLAN trained TAs providing interventions, e.g. Semantic Links • Language Link intervention • Online Inclusion Support Meeting for external agency initial advice • Solutions Circle multi-agency consultation meetings • Referral to Specialist Education Services CI for specialist teacher support • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying) • Information, Advice and Assistance (IAA) referral for nursery
<i>Social, Emotional and Mental Health</i>	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school / class rules • Class reward and sanctions systems • Extra-curricular clubs • Peer mentoring • Verbalisation of emotions by adults embedded in all lessons • RSHE curriculum 	<ul style="list-style-type: none"> • Small group Circle Time • Support for unstructured times, e.g. lunchtime • LEGO Therapy • Break time cards • Check ins and Meet and Greets. 	<ul style="list-style-type: none"> • Drawing and Talking therapy with ELSA • Individual reward system • Confidence building/Self esteem group • Emotional literacy activities • Trained Emotional Literacy Support Assistant (ELSA) • 3:1 Lego Therapy • Workstations in and out of

			<p>class</p> <ul style="list-style-type: none"> • Online Inclusion Support Meeting for external agency initial advice • Solutions Circle multi-agency consultation meetings • Referral to Specialist Education Services SEMH for specialist teacher support • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying) • Information, Advice and Assistance (IAA) referral for nursery • Referral to Emotional Wellbeing Hub • Regular contact with Mental Health Support Team (MHST)
<i>Sensory and Physical</i>	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment • PEEP • Medical support and guidance when necessary • Pen grips • Adapted tools such as scissors • Writing slopes • ICT access • Coloured paper and overlay • Sensory Chew Aids 	<ul style="list-style-type: none"> • Additional keyboard skills • Additional handwriting practice • Access to equipment e.g. writing slopes, pen grips • Sensory Circuits 	<ul style="list-style-type: none"> • Individual support in class during PE • Access to ICT • Personalised Learning Programme based on professional advice • Enlarged resources • Specialist coloured resources • Online Inclusion Support Meeting for external agency initial advice

			<ul style="list-style-type: none"> • Solutions Circle multi-agency consultation meetings • Referral to Specialist Education Services SEMH for specialist teacher support • Analysis of Additional Needs Tool (fee paying) • Traded offers for external agency support (fee paying) • Involvement by Teacher of the Deaf • Information, Advice and Assistance (IAA) referral for nursery
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