



# St Felix RC Primary Provision Map- Overview

Area of Need	Universal (Wave 1)	Targeted (Wave 2)	Specific (Wave 3)
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> <li>Scaffolded curriculum planning, activities, delivery and outcome</li> <li>Quality First Teaching / High quality inclusive teaching</li> <li>Increased visual aids / modelling</li> <li>Visual timetables</li> <li>Illustrated dictionaries</li> <li>Use of writing frames / verbal writing frame</li> <li>Working walls for English and Maths</li> <li>Access to ICT</li> <li>In class support from TA</li> <li>Focused group work e.g. guided reading, guided writing</li> <li>Concrete manipulatives in all maths lessons:               <ul style="list-style-type: none"> <li>-Numicon</li> <li>-Dienes rods</li> <li>-Counters</li> </ul> </li> <li>Keep Up Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Booster groups using PiXL Therapies</li> <li>In class support from TA</li> <li>Individual reading with TA</li> <li>1 to 1 tuition, e.g. pre learning and over learning</li> <li>Small group work to consolidate for English and maths</li> <li>Concrete manipulatives in all maths lessons:               <ul style="list-style-type: none"> <li>-Numicon</li> <li>-Dienes rods</li> <li>-Counters</li> </ul> </li> <li>Additional intensive literacy support groups</li> <li>Working Memory games</li> <li>Rapid Catch Up Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Additional phonics lessons using Beat Dyslexia</li> <li>Phonological interventions using Hertfordshire Phonological Awareness Pack</li> <li>Additional individual reading</li> <li>Toe-by-toe reading programme</li> <li>Pupil Passports</li> <li>Nessy Learning and typing</li> <li>Maths support using Plus 1 and Power of 2</li> <li>Precision Teaching and precision style teaching</li> <li>Use of TEACCH resources</li> <li>Online Inclusion Support Meeting for external agency initial advice</li> <li>Solutions Circle multi-agency consultation meetings</li> <li>Analysis of Additional Needs Tool (fee paying)</li> <li>Traded offers for external agency support (fee paying)</li> <li>Referral to Specialist</li> </ul>

			<p>Education Services CL for specialist teacher support</p> <ul style="list-style-type: none"> <li>• Information, Advice and Assistance (IAA) referral for nursery</li> </ul>
<p><i>Communication and Interaction</i></p>	<ul style="list-style-type: none"> <li>• Scaffolded curriculum, planning, activities, delivery and outcome e.g. simplified language</li> <li>• Increased visual aids / modelling</li> <li>• Visual timetables</li> <li>• Use of symbols and pictures</li> <li>• Structured school and class routines</li> <li>• Word banks on topic walls</li> <li>• Working walls for English and Maths</li> <li>• Circle Time activities / PSHCE input</li> <li>• Language Link assessment</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from TA with some focus on supporting speech and language</li> <li>• Additional use of ICT</li> <li>• Pre-teaching of sounds</li> <li>• Talking Partners</li> <li>• Social Stories <sup>TM</sup></li> <li>• Behaviour Plans/Charts; talk time with DW</li> <li>• PECS</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language support from SALT, followed up in school</li> <li>• ELKLAN trained TAs providing interventions, e.g. Semantic Links</li> <li>• Language Link intervention</li> <li>• Online Inclusion Support Meeting for external agency initial advice</li> <li>• Solutions Circle multi-agency consultation meetings</li> <li>• Referral to Specialist Education Services CI for specialist teacher support</li> <li>• Analysis of Additional Needs Tool (fee paying)</li> <li>• Traded offers for external agency support (fee paying)</li> <li>• Information, Advice and Assistance (IAA) referral for nursery</li> <li>• Referral to Barnardos Neurological Developmental Disorder Pathway</li> </ul>

<p><i>Social, Emotional and Mental Health</i></p>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school / class rules</li> <li>• Class reward and sanctions systems</li> <li>• Circle Time</li> <li>• Extra-curricular clubs</li> <li>• Buddy scheme / reflection time with PSHE lead</li> <li>• Verbalisation of emotions by adults embedded in all lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Small group Circle Time</li> <li>• Support for unstructured times, e.g. lunchtime</li> <li>• Talking Partners</li> <li>• Break time cards</li> <li>• Nurture Time with the SENDco</li> <li>• ASC specific interventions, e.g, The Red Beast</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and Talking therapy with SENDco</li> <li>• Individual reward system</li> <li>• Bespoke intervention based on GL Emotional Literacy Assessment</li> <li>• Confidence building/Self esteem group</li> <li>• Emotional literacy activities</li> <li>• Trained Emotional Literacy Support Assistant (ELSA)</li> <li>• Workstations in and out of class</li> <li>• Online Inclusion Support Meeting for external agency initial advice</li> <li>• Solutions Circle multi-agency consultation meetings</li> <li>• Referral to Specialist Education Services SEMH for specialist teacher support</li> <li>• Analysis of Additional Needs Tool (fee paying)</li> <li>• Traded offers for external agency support (fee paying)</li> <li>• Information, Advice and Assistance (IAA) referral for nursery</li> <li>• Referral to Suffolk Emotional Well Being Hub</li> <li>• Termly visits from Primary Mental Health Worker</li> </ul>
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<i>Sensory and Physical</i>	<ul style="list-style-type: none"> <li>• Staff aware of implications of physical impairment</li> <li>• Medical support and guidance when necessary</li> <li>• Pen grips</li> <li>• Writing slopes</li> <li>• ICT access</li> <li>• Coloured paper (pink, blue...)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional keyboard skills (Nessy Fingers, Dance Mat)</li> <li>• Additional handwriting practice</li> <li>• Access to equipment e.g. writing slopes, pen grips</li> <li>• Motor skills programme for small group e.g. Gym Trail or Smart Moves</li> <li>• Sensory Circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support in class during PE</li> <li>• Access to ICT</li> <li>• Personalised Learning Programme based on professional advice</li> <li>• Enlarged resources</li> <li>• Specialist coloured resources</li> <li>• Sensory Suitcase and specific activities</li> <li>• Online Inclusion Support Meeting for external agency initial advice</li> <li>• Solutions Circle multi-agency consultation meetings</li> <li>• Referral to Specialist Education Services SEMH for specialist teacher support</li> <li>• Analysis of Additional Needs Tool (fee paying)</li> <li>• Traded offers for external agency support (fee paying)</li> <li>• Involvement by Teacher of the Deaf</li> <li>• Information, Advice and Assistance (IAA) referral for nursery</li> </ul>