



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"> • Differentiated 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 • Access to ICT • In class support from TA • Focused group work e.g. guided reading, guided writing • Concrete manipulatives in all Maths lessons 	<ul style="list-style-type: none"> • Booster groups using PiXL Therapies • In class support from TA • Individual reading with TA • 1 to 1 tuition, e.g. pre learning and over learning • Small group work to consolidate for literacy and numeracy • Numicon • Additional intensive literacy support groups, e.g. Springboard • Working Memory games 	<ul style="list-style-type: none"> • Additional phonics lessons using Beat Dyslexia • Additional individual reading • Toe-by-toe reading programme • Links with Dyslexia outreach Team for specialist support • Pupil Passports • Newman Working Memory programme • Nessy Learning and typing • Maths support using Plus 1 and Power of 2 • 1:1 Numicon • Precision Teaching and precision style teaching • Use of TEACCH resources
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Differentiated curriculum, planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling etc • Maths Mastery and use of full sentences for numeracy 	<ul style="list-style-type: none"> • In class support from TA with some focus on supporting speech and language • Additional use of ICT, e.g. Clicker 6 • Pre-teaching of sounds 	<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 • ASC SALT sessions

2019

To be reviewed April 2020

	<ul style="list-style-type: none"> • Visual timetables • Use of symbols and pictures • Structured school and class routines • Word banks on topic walls • Circle Time activities / PSHCE input • Sentence stems 	<ul style="list-style-type: none"> • LEGO Therapy • Talking Partners • Social Stories™ • Behaviour Plans/Charts; talk time with DW • PECS • Makaton 	<ul style="list-style-type: none"> • County Inclusive Support Service – core offer
<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 • Circle Time • Extra-curricular clubs • Buddy scheme / reflection time with DW • Verbalisation of emotions by adults embedded in all lessons • Silent Prayer 	<ul style="list-style-type: none"> • Small group Circle Time • Support for unstructured times, e.g. lunchtime • LEGO Therapy • Talking Partners • Break time cards • Nurture Time with the SENDco • Chain Reaction game • ASC specific interventions, e.g, The Red Beast • Talk Books (KS1) 	<ul style="list-style-type: none"> • Individual mentoring with Pastoral Leader • Drawing and Talking therapy with SENDco • Individual reward system • Social skills support via The Den • Bespoke intervention based on GL Emotional Literacy Assessment • CISS – core offer • Buddy scheme with Rainbow friends • Confidence building/Self esteem group • Emotional literacy activities • Draw on Your Emotions activities in The Den • Talk Time with trained counsellor • Use of a Calm Box • 1:1 Lego Therapy • Workstations in and out of class
<i>Sensory and Physical</i>	<ul style="list-style-type: none"> • Staff aware of implications of 	<ul style="list-style-type: none"> • Additional keyboard skills 	<ul style="list-style-type: none"> • Individual support in class

2019

To be reviewed April 2020

	<p>physical impairment</p> <ul style="list-style-type: none"> • Medical support and guidance when necessary • Pen grips • Writing slopes • ICT access • Coloured paper (pink, blue...) • 	<p>(Nessy Fingers, Dance Mat)</p> <ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment e.g. writing slopes, pen grips • Motor skills programme for small group e.g. Gym Trail or Smart Moves • Sensory box for use in class • Sensory Circuits 	<p>during PE</p> <ul style="list-style-type: none"> • Access to ICT • Personalised Learning Programme based on Professional advice • Enlarged resources • Specialist coloured resources • Sensory Suitcase and specific activities • Advice and support from NatSIP •
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