



## St Alban's Catholic Primary School

## PROVISION MAP

Area of Need	Wave1 (Universal) <i>Quality First Teaching for all pupils</i>	Wave 2 (Enhanced) <i>Short term/catch up interventions</i>	Wave 3 (Specialist) <i>Longer term interventions with specialist advice</i>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• In class TA/targeted teacher support</li> <li>• LO's and Success criteria in every classroom.</li> <li>• Provide links to previous learning.</li> <li>• Plenaries-What have we learned?</li> <li>• Access to individual/group work</li> <li>• Engaging Displays</li> <li>• Visual timetables and other visual aids</li> <li>• Accessible equipment</li> <li>• On-going assessment in EYFS</li> <li>• Use of writing frames, checklists, whiteboards</li> <li>• Use of word banks</li> <li>• Chunking of tasks</li> <li>• IWB in every classroom</li> <li>• Provide examples pupils can refer to (WAGOLL)</li> <li>• Access to iPads in every classroom</li> <li>• Clicker software</li> <li>• AfL (assessment for learning strategies)</li> <li>• Guided reading/Accelerated Reader</li> <li>• Teach self-help strategies-how to ask for help</li> </ul>	<p>Literacy interventions:</p> <ul style="list-style-type: none"> <li>• ELS (Yr 1)</li> <li>• Project X Code (Yr 2 and up)</li> <li>• Launch the Lifeboats (Yr 3/4)</li> <li>• Daily readers (All Yr groups)</li> <li>• 1:1 reading/phonics with SENCO –AC (KS1)</li> <li>• Reading comprehension group (Yr 2)</li> <li>• Rapid Writing (Yr 2 and up)</li> <li>• Rapid Phonics (Yr 2 and up)</li> <li>• Inference Training (KS2)</li> </ul> <p>Maths interventions:</p> <ul style="list-style-type: none"> <li>• Mission Maths (Yr2/3/4)</li> <li>• Maths Mastery (Yr 2)</li> <li>• Talking Maths (Yr 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Fisher Family Trust (Yr 2)</li> <li>• Orrets Meadow Outreach</li> <li>• Referral and advice from SENAAT</li> <li>• Referral and advice from Educational Psychology Team</li> <li>• Personalised curriculum</li> <li>• 1:1 TA support</li> <li>• Exam concessions</li> <li>• Referral and advice from Ellery Park Outreach</li> </ul>

Area of Need	Wave1 (Universal) <i>Quality First Teaching for all pupils</i>	Wave 2(Enhanced)	Wave 3 (Specialist)
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• As above (Cognition and Learning)</li> <li>• Active and Engaging lessons</li> <li>• Structured school and class routines</li> <li>• Use of modified language</li> <li>• Slow/calm tone of voice</li> <li>• Children encouraged to verbalise what they need to do</li> <li>• Key words displayed in classrooms</li> <li>• Provide visuals of steps needed to complete a task</li> <li>• Non-verbal cues and gestures</li> <li>• Use of symbols, laminated cards on lanyards</li> <li>• Talking Partners</li> <li>• Talking Tins</li> <li>• Teach rhymes ,songs, mnemonics</li> <li>• Language in pictures – Literacy Counts</li> <li>• Accelerated Reading program</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from a TA/teacher where possible</li> <li>• NELI program (F2)</li> <li>• Talking Partners (Yr 1 and 2)</li> <li>• Lego Therapy Club (KS2)</li> <li>• Time to Talk program (KS1)</li> <li>• Socially Speaking program (KS2)</li> <li>• Social Skills Training (Dr J Baker) (upper KS2)</li> <li>• Sounds Listening program (F2)</li> <li>• Use of additional ICT (eg iPads, Clicker)</li> <li>• Social skills group (F2)</li> <li>• Mouth strengthening exercises (F2)</li> <li>• Talk Boost program (F2 and Yr1)</li> </ul>	<ul style="list-style-type: none"> <li>• Referral and advice from SALT (including programs which are delivered by TAs)</li> <li>• Referral and advice from Educational Psychology Team</li> </ul>

Area of Need	Wave1 (Universal) <i>Quality First Teaching for all pupils</i>	Wave 2 (Enhanced)	Wave 3 (Specialist)
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school</li> <li>• Rules Display in every classroom</li> <li>• Growth Mindset</li> <li>• Positive praise and behaviour strategies used by all adults</li> <li>• Good behaviour modelled by adults</li> <li>• Worry Box outside Headteacher's office</li> <li>• Brain Breaks</li> <li>• Social Stories</li> <li>• After school clubs</li> <li>• PSHE focused work</li> <li>• Positive touch training for staff</li> <li>• Incident records kept by staff and shared with Headteacher on CPOMS.</li> <li>• Headteacher's Award assembly</li> <li>• Certificates/stickers/notes home</li> <li>• Home school links</li> <li>• Headteacher and SENCOs available to talk with parents</li> <li>• Neurodiversity celebration week</li> <li>• Bereavement training for staff</li> <li>• 2 members of staff trained in Mental Health First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and Talking Therapy (Yr 2 and up)</li> <li>• Seasons for Growth (Yr 4/5)</li> <li>• Art Therapy (student on placement)</li> <li>• Anxiety group work (Yr 4)</li> <li>• Time to Talk program (KS1)</li> <li>• Socially Speaking Program (KS2)</li> <li>• Home/school communication books</li> <li>• Quiet spaces/rooms</li> <li>• Individual reward charts/behaviour systems</li> </ul>	<ul style="list-style-type: none"> <li>• Referral and advice from CAMHS including termly visits</li> <li>• CAMHS MHST work directly with children 1:1/in groups and can offer workshops/training for parents and staff.</li> <li>• Referral and advice from Educational Psychology Team</li> <li>• Referral and advice from ASC team</li> <li>• Referral and advice from Gllbrook Outreach</li> <li>• Support package from ADHD Foundation to include 1:1 counselling and workshops for parents.</li> </ul>

Area of Need	Wave1 (Universal) <i>Quality First Teaching for all pupils</i>	Wave 2 (Enhanced)	Wave 3 (Specialist)
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• An accessible and inspiring classroom environment</li> <li>• Lift to first floor</li> <li>• Well organised classrooms planned around health and safety aspects.</li> <li>• Carpet spaces/seating plans catered around physical and sensory needs of the class</li> <li>• Sit/wobble cushions</li> <li>• Writing slopes, pencil grips and rulers with handles.</li> <li>• Coloured overlays</li> <li>• Movement breaks</li> <li>• Use of different fonts (large/bold)</li> <li>• Tanglers/chewable tanglers/fidget toys</li> <li>• Weighted resources.</li> <li>• Movement breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised Sensory Circuits</li> <li>• Fine/gross motor skills practice</li> <li>• Fingergrip strengthening exercises (F2)</li> <li>• Mouth strengthening exercises (F2)</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing Support Service (in school support) including ROGER systems for children with Hearing Aids</li> <li>• Advice from LA SESS</li> <li>• Referral and advice from Educational Psychology Team</li> <li>• Referral and advice from Occupational Therapy (including sensory circuits)</li> </ul>