

## Provision Map

### Cognition and Learning

<b>(Wave 1) Universal provision. High Quality Teaching for All</b>	<b>(Wave 2) Early Interventions. Often group teaching</b>	<b>(Wave 3) Personalised provision. Additional and Different for some pupils often 1:1 SEN Support</b>
<ul style="list-style-type: none"> <li>· Adapted multisensory curriculum provided to promote inclusive practice.</li> <li>· Learning objective and date to be printed prior to lesson for children to stick into books.</li> <li>· In-class support from teaching team balanced with promoting independence where possible.</li> <li>· Learning walls, with clear fonts on uncluttered and natural background.</li> <li>· Collaborative word banks to encourage independent writing and modelled best practice.</li> <li>· Extra time for processing and allowing more time to respond to answers and time to talk through ideas before responding (Talk partners).</li> <li>· A range of resources available including dictionaries, technology and practical equipment.</li> <li>· Increased visual aids / modelling etc. including handouts to make texts more accessible to the children when needed and use of IWB.</li> <li>· Word, letter formation and Little Wandle phonic writing mats– signs to aid recall of the writing process.</li> <li>· Flexible timetable for brain breaks – outdoor/indoor provision and access to a safe space.</li> <li>· Whole class visual timetable accessible.</li> <li>· Squiggle while you wiggle and dough disco teaching to develop cognition, gross and fine motor skills.</li> <li>· Seating plan well thought out and flexible, taking into consideration classroom traffic, level of noise, facing window/corridor to minimise distraction &amp; disturbance.</li> <li>· Work on different colour paper to reduce visual stress.</li> </ul>	<ul style="list-style-type: none"> <li>· Short-term extra support to accelerate key points of learning. Ensuring misconceptions before moving on.</li> <li>· The learning objectives will be written in books/printed out by the teacher /TA to enable children to focus on the learning task.</li> <li>· Targeted guided reading/spelling/ phonic/ maths groups, personalised to area of learning need.</li> <li>· Small group work and games that provide opportunity to promote PSED and C&amp;L development such as NELI and SLCN intervention.</li> <li>· Small group work that provides opportunities to practise and consolidate maths/literacy concepts learnt in class.</li> <li>· Use of Peer buddies to support understanding of task and instructions.</li> <li>· Daily individual reading with teacher/TA or guided reading session with fidelity to Little Wandle Phonic Scheme.</li> <li>· Positive role models seated around child and seating position well planned.</li> <li>· Little Wandle catch-up and/or rapid catch-up programme delivered daily through teaching interventions.</li> </ul>	<ul style="list-style-type: none"> <li>· Frequent home/ school communication and shared targets through ILPP's.</li> <li>· Specialist support from SENCo for pupils needing highly differentiated individualised ILPPs and HCP's or outside agency involvement.</li> <li>· Adapted curriculum based on the child's developmental age and interests.</li> <li>· Option available for uncoupled year group for children not able to access chronological group emotionally or academically through the support of the Local Authority, Headteacher and SENCo.</li> <li>· Personalised ILPP targets to support learning and areas of need which are collaborated with shared responsibility of parents, class teacher and SENCo.</li> <li>· Pre-teaching in preparation for whole class sessions to meet new concepts/text. Mop up sessions to follow learning that has taken place in the moment.</li> <li>· Work taught and shared in bit size chunks to reduce cognitive overload.</li> <li>· 1-1 precision teaching and intervention– for literacy or numeracy.</li> <li>· Individual arrangements for SATs.</li> <li>· Additional planning, arrangements and handover meetings for transition to new class teacher or new school.</li> <li>· Additional support for pupil to attend transition days- extra session/ pre-visits.</li> <li>· Individual handwriting / fine motor / keyboard skills/ Clicker 8/ Widgets.</li> <li>· Use of personal Visual Timetable/Now and Next board, Now. Next and Then board.</li> <li>· Longer sessions for parents evening.</li> <li>· Red, Yellow, Green activity trays.</li> <li>· Personalised sensory circuits.</li> <li>· ILPP's, My Support Plans drafted with parents and pupil involvement and implemented throughout home and school.</li> <li>· Child placed in lead teachers' group for school trips.</li> <li>· Assess to chewelry and sensory comforter from home.</li> <li>· Implementation of sound buttons, sentence stacking and recordable whiteboards to encourage independent learning.</li> <li>· Additional breaks to support regulation and reduce cognitive overload.</li> </ul>