



# St. Edward's Catholic Primary School Provision Map

Area of Need	All pupils will have access to:	Some pupils will have access to:	A small number of pupils will have access to:
<b>Cognition and Learning</b>	<p>Quality 1<sup>st</sup> Teaching</p> <p>Differentiated curriculum planning, activities and outcomes</p> <p>Scaffolding, modelling</p> <p>Use of visual timetables</p> <p>Use of wrting frames and story boards</p> <p>Dictionaries and thesaurus</p> <p>Focused group work with teacher/TA e.g. guided reading/writing</p> <p>Indivudual reading with a TA</p> <p>Small group phonics lessions wihtin KS1</p>	<p>Maths Booster input</p> <p>Reading Booster input</p> <p>Writing Booster input</p> <p>RWI (phonics) one to one tuition</p> <p>Numicon</p> <p>Lexia Reading group sessions</p> <p>Dynamo Maths group sessions</p>	<p>Access to Complex Needs and Dyslexia Service including resources and advisory teachers</p> <p>Specific 1:1 phonics, spelling and reading interventions</p>
<b>Communication and Interaction</b>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>Variety of recording models</p> <p>Pre-teach vocabulary</p>	<p>In class group support with teacher/TA with some focus on supporting speech and language</p> <p>Language Enrichment Groups</p> <p>Social Skills group</p> <p>Lego Club</p> <p>Colourful Semantics</p> <p>Box Clever (for EYFS pupils whose English is at an early stage)</p> <p>Attention and Listening groups</p>	<p>Access to Language, Communication and Interactive services including resources and advisory teachers</p> <p>Access to SCERTs assessment and resources including PECS, Attention Autism, Intensive interaction, Music therapy, social stories</p> <p>Specific 1:1 speech and language interventions designed from the Speech and Language Therapy</p>
<b>Social, Emotional and Mental Health</b>	<p>Whole school behaviour policy</p> <p>Whole school/class rules</p> <p>Class reward and sanction systems</p> <p>Circle time</p> <p>PSHCE curriculum</p> <p>SEAL curriculum</p>	<p>Individual reward sheet</p> <p>Home – School book</p> <p>Zones of Regulation support</p> <p>Social Stories.</p> <p>Self-esteem/friendship groups</p> <p>Bounce Back Groups</p> <p>School Counsellor</p> <p>Art Therapist</p>	<p>Access to Educational Psychology Services /Children and Family Counselling Services/Headstart resources</p> <p>1:1 support from the Learning Mentor</p> <p>Parental Support Groups</p>
<b>Sensory, Physical Health</b>	<p>Flexible teaching arrangements</p> <p>Staff training and input</p> <p>Medical support</p> <p>Adjustment of resources to enable access to the curriculum e.g. modified worksheets, pencil grips</p>	<p>Access to sensory activities/messy play</p> <p>Access to specialist equipment e.g. sloping boards, pencil grips</p> <p>Sensory Circuits</p> <p>Movement breaks</p>	<p>Access to Complex Needs and Sensory Service, Speech and Language Therapy, Occupational Therapy and/or Physiotherapy inlcuding HNS programme "Fizzy"</p>

*‘Following Christ we reach our goals’*