



Whole School Provision Map



Cognition and Learning	Quality First Teaching (QFT)	Additional support Catch up/short term intervention. Guided/Group intervention Additional Enhanced support/some children (At Risk)	SEND support - Few children personalised learning (Working Below)
	<ul style="list-style-type: none"> • Specific (differentiated) English and maths planning and use of questioning. • Verbal feedback during the lesson. • Analysis groups • Next steps identified through marking. • Termly pupil progress meetings. • Clear learning intention • Considered use of questioning 	<ul style="list-style-type: none"> • Targeted reading • Personalised workstation • SATs Booster groups • Classroom intervention • Pre and post teaching • Practical resources made available for children to use as and when needed. • Phonics intervention • Coloured overlay testing • Access to coloured overlays/coloured rulers • SEND Team child observation. 	<ul style="list-style-type: none"> • Specific Individual Plan (IP) target work. • Use of individual visual timetables. • Personalised reward chart • Termly IP meetings with parents/teachers • Educational Psychologist referral – cognitive assessment. • Community paediatrician referral. • Health Team referral • Steps referral

	<ul style="list-style-type: none"> • Additional phonics sessions • Use of practical maths resources to offer visual representations. • Continuous access to concrete resources • Interactive games • Pre and post learning tasks. • Letters and sounds word • Sound mats • Word mats • Sentence coding • Visual resources • Accelerated reader • Reading buddies • Signed graphics • Use of visual phonics • Sentence openers. 	<ul style="list-style-type: none"> • Additional personalised homework/support. • Additional, specialist homework relating to MEP targets. • Precision teaching through teaching probe. 	<ul style="list-style-type: none"> • Highly differentiated curriculum where children are working outside year group expectations. • PIVATs assessment and work • 1:1 targeted support • Personalised homework • Personalised spelling • Small group teaching • York Assessment for reading comprehension assessment (YARC). • British Picture Vocabulary Scale Assessment (BPVS) assessment • Assessment of Comprehension and Expression (ACE) assessment. • 3x yearly contact with parents discussing IP targets (in additional to
--	---	---	---

	<ul style="list-style-type: none"> • Layout/presentation of tasks changed according to the needs of the child. • Daily whole class story. • Working Walls, • Maths poster • Maths TRST • Maths vocab books. • Use of artefacts topic/RE • Topic – Vocabulary • KAHOOT • Symbolised texts • Topic related trips <p>Reading strategies: Explicitly modelled segmenting and blending. Model reading Choral/assisted reading Oral Cloze procedure Guided Oral reading</p>		regular contact and parent's evening contact).
--	--	--	--

