



Graduated Provision Map by Area of Need

Area of need	Universal - Quality First Teaching (all pupils)	Targeted - Catch up (some pupils)	Specialist (few pupils)
Cognition & learning	<p>Recap previous learning – address any misconceptions Key Vocabulary and Terms, taught at the beginning of every reading lesson. Differentiated curriculum planning, activities, delivery and outcome Groupings – e.g mixed ability Clear learning focus: Knowledge Outcome & success criteria visible to all Visual timetable, aids & use of symbols. Instructions broken down into manageable chunks and given in sequence Illustrated dictionaries Writing frames Targeted questioning (Blooms taxonomy) Movement breaks/sensory regulation Clear modelling of task Understanding checked by asking chn to explain what they have to do</p>	<p>Catch up programmes – phonics & number sense Targeted intervention programmes Precision teaching Reading partners In class support from teaching assistant Multi-sensory spelling practice groups Specialist software e.g clicker Pre and post teaching strategies Lego maths IEP targets circulated to all teachers</p>	<p>Task adjustment with additional learning resources Specialist literacy/numeracy programmes (Dyslexia Reading Schemes) SES SEND team advice and support Pupil passport and IEP targets circulated to all teachers</p>
Communication & Interaction	<p>Recap previous learning – address any misconceptions Language modelled by class teacher and support staff across all areas Simplified language, key words Speaking and listening skills develop through story time Clear learning focus: Knowledge Organisers (KO) Learning Intentions LI visible to all Visual timetable, aids & use of symbols Structured school & class routines (e.g rules for good looking, sitting, listening) Role play/hot seating/ drama activities Pupil talk time Range of multi-sensory approaches</p>	<p>Communication/ Social Skills / Time to Talk/ Socially Speaking/ Lego therapy groups Reader Speech recognition software Individual visual timetable Now/Next boards Individual workstation/ breakout area Break and lunchtime provision In class support with focus on supporting speech and language Pupil passport and IEP targets circulated to all teachers</p>	<p>1:1 speech and language therapist assessment and recommendations Speech and language small group work (EY WellComm) Individual work area / break out area Circle of friends/Buddy group/ Peer mentoring Social Stories/Comic strip conversations Pupil passport and IEP targets circulated to all teachers</p>
Social, emotional and mental health	<p>Whole school behaviour policy Whole school/class rules 'Catch' the pupil being good and offer praise Give chn classroom responsibilities Play calming music when appropriate (e.g after lunch before registration) Well Systems and opportunities for Pupil talk time Whole school/ class rewards and sanctions systems Circle time Achievement assembly – highlight positive achievements Movement breaks/sensory regulation Keep instructions, routines and rules short, precise and positive</p>	<p>Small group circle time Social Skills Group Zones of Regulation In class support for supporting behaviour targets, access, safety Stress balls, fiddle toys, feelings chart Pre-teaching strategies for expectation management RDA riding group Pupil passport and IEP targets circulated to all teachers</p>	<p>Protocol/PSP Outreach behaviour support SES Individual reward system Break and lunchtime provision Drawing and Talking Therapy Homanculi CBT intervention programme Pupil passport and IEP targets circulated to all teachers</p>
Sensory & physical	<p>Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Environment lighting provision Medical/support/advice Movement breaks/sensory regulation</p>	<p>Additional fine motor skills/handwriting practice Keyboard skills training In class support for supporting access, safety stress balls, fiddle toys Sensory circuits Pupil passport and IEP targets circulated to all teachers</p>	<p>Individual support in class to access curriculum Gym Trail Line guided corridors Advice/input from LA specialist team Speech recognition software Specialist software e.g visualizer, lamps, iPads Pupil passport and IEP targets circulated to all teachers</p>