



Hustwaite CE Primary School Whole School Provision Maps

Communication and Interaction (C and I)		
Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for Some Pupils E.G. Interventions	Wave 3 Targeted Support from Outside Agencies
<ul style="list-style-type: none"> • Modelling high quality language • Use of visual strategies • Visual timetables • Clear routine timetables in class • Access to widget software • Non-verbal symbols and gestures • Use of ICT as access learning • Peer support and talk partner work • Task board • Display labelling: image and written • Magnetic letters • Dictionaries • Word banks and vocabulary mats • Communication in Print • Talking Postcards or Pegs • IPad's: voice recorders • Calm and neutral classrooms • Quiet areas or reading corners • Seating arrangements at the tables and carpet places- children are at the front or facing forwards. • Little Wandle Grapheme mats • Knowledge organisers • Use of whole class formative assessment strategies- whiteboards, thumbs up/down 	<ul style="list-style-type: none"> • Roles to support group work • Peer work • PSHE • Learning Mentor Time • Time to Talk • Talk Boost • Socially speaking • Socially speaking board game • Lego Therapy • Circle of friends • ELSA Resources • Verbo https://verboapp.co.uk/ • SNAP https://snap.rsassessment.com/#/core/welcome 	<ul style="list-style-type: none"> • Regular and close contact with parents • Individual visual timetables • Visual task boards • First / Then / Next approach • Social Stories • Support from outside agencies E.g. C and I Hub • Support from specialists e.g. SALT • Interventions recommended by SALT • Social scripts

Cognition and Learning (C and I)

Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for Some Pupils E.G. Interventions	Wave 3 Targeted Support from Outside Agencies
<ul style="list-style-type: none"> • Home-school book • Differentiated curriculum planning • Increased visual aids • Modelling and scaffolding learning • Whole class visual timetables • Checklists to support independence • Illustrated dictionaries • ACE Dictionaries • High Quality Phonic Work • Use of writing frames • STEM Sentences • Century Tech (KS2) • Alternative Methods of recording • Working wall displays • Talk partner work • IWB / paper – cream • Practical resources/Maths manipulatives • Simplify instructions • Clarify understanding of task • Group Mind mapping techniques • Pre-teaching knowledge and vocabulary • Ongoing target discussions • Alternatives to written recording • Children’s interests to motivate learning • Knowledge Organisers • A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook – NYC • Individual timetables and task boards • Calm and neutral environment • Quiet areas or reading corners • Seating • ICT/IPads with APPs to support needs 	<ul style="list-style-type: none"> • In class support • Talking partners • English: <ul style="list-style-type: none"> ➤ Talk Boost KS1 ➤ Talk Boost KS2 ➤ Verbo https://verboapp.co.uk/ ➤ SNAP https://snap.rsassessment.com/#/core/welcome ➤ Inference Intervention ➤ Coloured Overlays ➤ Comprehension Intervention ➤ Time to Talk ➤ Activate Literacy Kit ➤ Additional Reading Practice Sessions ➤ Precision teaching ➤ Rapid Read ➤ Little Wandle Phonics interventions: <ul style="list-style-type: none"> - Phase 2 Keep Up - Phase 3 Keep Up - Phase 5 Keep Up - Rapid Catch Up (7+) ➤ Spelling Stars • Maths: <ul style="list-style-type: none"> ➤ Numicon Intervention ➤ Plus 1 ➤ Power of 2 ➤ Breaking barriers ➤ Precision teaching 	

Social Emotional and Mental Health (SEMH)

Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for Some Pupils E.G. Interventions	Wave 3 Targeted Support from Outside Agencies
<ul style="list-style-type: none"> • Whole school behaviour policy based on a positive behaviour management system • Whole school rules • Individual class rules • Class reward systems • Daily Meet and Greets • Zones of Regulation-Emotional check in • Colour monster- feelings (EYFS) • Seating plans and classroom layout • Adaptation of classroom Seating plan • Arbor Behaviour records • STAR (Setting, Trigger, Action, Result) analysis of context and triggers • Certificates / Celebration Assembly • Head Teacher stickers, Miss Goodchild Superstars, Trophy • Children’s interests to motivate learning • Pupil Voice Groups • Pet Therapy • Home / school contact through planners • Quiet Areas/Reading Corners • Use of outdoor • Task board • Visual timetables • Timers • De-escalation Techniques 	<ul style="list-style-type: none"> • Learning Mentor • ELSA resources • Boxall • Small group Circle Times • Social Skills intervention • Circle of friends • Lego Therapy • SNAP https://snap.rsassessment.com/#/core/welcome • Individual Behaviour Plan • Individual reward system • Social Stories • 5-point scale (physical cards to support) • Scales of Justice • Restorative discussions 	<ul style="list-style-type: none"> • Home – school communication • Staff training: SEMH, de-escalation, react training • Support from teaching assistants • Outside agencies: <ul style="list-style-type: none"> - SEMH Hub - Early help - Compass Phoenix - CAMHS - Social Care

Sensory and/or Physical Needs

Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for Some Pupils E.G. Interventions	Wave 3 Targeted Support from Outside Agencies
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Use of multi-sensory approaches • Designated quiet area e.g. tent/reading corner • Calm learning environments • Neutral school environment • Disabled toilet • Crossbow coloured page books • Dough disco • Morning regulation check in for feelings-Zones of Regulation • Consideration of classroom layout to ensure access to equipment • Ability to see whiteboard 	<ul style="list-style-type: none"> • Fidget toys • Fiddle Box • Loop scissors/dual control scissors• • Ear defenders • Sunglasses • Lycra • Writing slopes • Pencil grips • Sensory cushion e.g. wobble cushion • Play Learn Coloured Keyboard/IPads • Weighted blanket • Sloping boards • Handwriting or fine motor programs • Sensory stimulating activities • Busy Fingers Box 	<ul style="list-style-type: none"> • Individual support in class during PE and playtimes • Adapted equipment • Specialised equipment including standing and walking frames • Specialist chairs • Advice from outside agencies including sensory and physical support teachers • Physiotherapy programs interventions • Occupational therapy interventions • Alternative Methods of communication • Sensory profile- regular sensory inputs • Accessibility plan • SEND Hub