Coley Primary School **Whole School Provision Map – OAP (Ordinarily Available Provision)**

Cognition and Learning	Communication and Interaction	Social, Emotional/Mental Health	Sensory and Physical
• Adapted, creative and enriched curriculum planning, activities, delivery and outcome including homework • Staff awareness of metacognition • display boards, scaffolds, vocabulary • 'Talk for Writing' strategies • Visual aids/ modelling • Use of Writing frames and Boxing up • LSA support in all classes • Focussed group work with CT/LSA • Targeted & graded questioning • Multi-sensory teaching strategies • Shared target setting • Shared learning objectives • Mixed ability talking pairs • Pupil & peer marking • Teacher/pupil conferencing • Practical/real life maths activities • Whole school reward systems – stickers • Work mats/alphabet strips/number lines • Visual timetables in each classroom • Interactive whiteboards in each classroom • High frequency words and topic vocabulary displayed • Use of visualisers in classrooms • Working walls • Use of illustrated dictionaries • Adaptations and scaffolds • Rosenshine Principles / WalkThrus • ELKLAN resources • Concrete resources	• Adapted, creative and enriched curriculum planning, activities, delivery and outcome e.g. simplified language, gesture • Staff aware of CYPIT website including milestones and toolkits – informs practice in school • Flexible teaching arrangements • Visual aids/modelling • Interactive whiteboards in each classroom • Visual timetables • Discrete teaching of formal and informal registers • Structured school and class routine • Focussed group work with CT/LSA • LSA support in class • questioning • Modified instructions • Multi-sensory teaching strategies • Alternative and/or adapted recording strategies – eg: use of symbols. • Shared target setting • Mixed ability talking partners • Labelling • Language rich and 'safe' environment • Seating arrangements are considered • Use of visualisers in classrooms • SCERTS • Intensive Interaction • ELKLAN resources and strategies • Attention Autism	• Whole school ethos built on values, understanding of need to foster good, effective relationships • Staff aware of CYPIT website • Whole school behaviour policy based on graduated response • Therapeutic Thinking Approach • Reflection and restorative conversations • Whole school reward systems – certificates, stickers • School and class routines • LSA support in class • Therapeutic Passports • PSHE/SEALs curriculum • SCARF Coram workshops • Mixed ability pairs • Shared target setting • Targeted praise • Monitor badges for classes - responsibility • School council / Eco Warriors • Class assemblies • After school clubs • Brain breaks • Movement breaks • Attendance awards and certificates • ELSA support • SCERTS • Therapeutic team	• Staff aware of implications and have an understanding of sensory needs and physical disabilities • Opportunities to work in quiet space when appropriate • Flexible teaching arrangements e.g. seating for left/right handers • Staff aware of CYPIT website including milestones and toolkits • Brain / Movement breaks • Outside provision (specifically in FS1/2) • Nelson handwriting scheme • Interactive whiteboards in each classroom • Visual aids inc timetable • Practical resources – fidget toys, ear defenders / ear loops, wobble cushions • Height adjustable tables [in some classrooms] • Use of visualisers in classrooms • Touch type programme • Carpeted classrooms and corridors • Sensory Circuits • Home/School agreements • Writing slopes, pencil grips, scissors, foot boxes, matt laminates, easi-ergo pens and pencils, fidget toys • Classroom sensory audits