Coley Primary School **Whole School Provision Map – Area of Need: Cognition and Learning**

OAP (Ordinarily Available Provision) Quality first teaching for all pupils	Interventions for catch up	High end need strategies
• Adapted and enriched curriculum planning, activities, delivery and outcome including homework • Visual aids/ modelling • Use of Writing frames and plans • Alternative recording strategies • TA support in all classes • Focussed group work with CT/LSA • Targeted & graded questioning - Blanks • 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 etc • Visual timetables in each classroom • Interactive whiteboards in each classroom • High frequency word games • Additional phonics support • Staff understanding of Metacognition and Rosenshine Principles • WalkThrus • Ear defenders to aid concentration	• Guided group work – for a specific concept eg: times tables • Individual reading with LSA/CT/Parent voluntary reader • Additional use of IT (lap top/iPad) • 1:1 support • Reading buddies • Increased use of practical based learning materials • Additional phonics training • Visual checklists and timetables • Use of scribe/reader • Numicon • Adapted and scaffolded teaching inputs • Rapid Lucid – Dyslexia screener • Pre-teaching • Precision teaching • PHaB assessments	• Individual arrangements for SATs • Personalised use of IT equipment [e.g. tablet, large, lower case keyboard, concept programmes] • Individual Speech and Language therapy re concepts • Additional planning and arrangements for transition • EP advice & support

Coley Primary School **Whole School Provision Map – Area of Need: Communication and Interaction**

OAP (Ordinarily Available Provision) Quality first teaching for all pupils	Interventions for catch up	High end need strategies
• Adapted and enriched curriculum planning, activities, delivery and outcome e.g. simplified language, gesture, nvc • Flexible teaching arrangements • Visual aids/modelling • Interactive whiteboards in each classroom • Visual timetables in each classroom • Structured school and class routines • Focussed group work with CT/LSA • LSA support in class • Graded questioning based on Blanks • Modified/simplified instructions • Multi-sensory teaching strategies • Staff demonstrate understanding of Sp&L development and strategies • Alternative and/or differentiated recording strategies e.g. cartoon strip instead of prose recording strategies in regular use • Shared target setting • Mixed ability talking partners • Labelling • Language rich and 'safe' environment • Seating arrangements are considered • ELKLAN resources and strategies	• In class LSA/CT support with focus on supporting speech and language • ICT • Increased use of modelling • Further simplified spoken language • Further visual clues used i.e. symbols • Differentiated teaching inputs • Pre-teaching (vocabulary/concepts) • Consideration of language section on CYPIT website • CYPIT training courses for staff • Small group Sp & Lang sessions with LSA • Attention Autism • ELKLAN resources and strategies	• Referral to SALT via CYPIT • 1:1 speech therapy sessions and programmes delivered by LSA • 1:1/group speech therapy programmes delivered by SEN LSA • Individual arrangements for SATs • Alternative means of communication – signing/Makaton/Braille • Additional planning and arrangements for transition • Personalised IT • Personalised communication book • Communication Boards • Intensive Interaction • SCERTS • Support from RISE

Coley Primary School **Whole School Provision Map – Area of Need: Social, Emotional and Mental Health**

OAP (Ordinarily Available Provision) Quality first teaching for all pupils	Interventions for catch up	High end need strategies
• Whole school behaviour policy based on Therapeutic Thinking approach • Whole school values • Whole school reward systems – stickers, certificates • School and class routines • Therapeutic Passports • LSA support in class • PSHE curriculum • Mixed ability pairs • Shared target setting • Targeted praise • Peer massage • Hand massage • School council / Eco Warriors / Junior Carers • Class assemblies • Brain/movement breaks • Attendance awards and certificates • Visual timetable • Now and next	• Lunchtime/Lego club • Additional adult support for unstructured times [break/lunch] • Small group circle time • Peer mentoring/mediation [as appropriate] • Parent reading volunteers [as appropriate] • Visual checklists/reminders • Social skills group – via ELSA • 1:1/paired ELSA support • Anger management/ worries / friendships and social skills – ELSA • MHST groups – Worry Warriors, Transition	• Individual reward system • 1:1 sessions with PMHW/FSW • RISE Regulation • Therapeutic Support Plan meetings [TSP] • Personal Education Plan [PEP child in care] • Individual arrangements for SATs • Additional planning and arrangements for transition for next stage • Aromatherapy/Massage • Play therapist sessions • SCERTS • Support from Therapeutic team • Lime room support – quieter, low arousal space, dark tent etc • Intensive Interaction • Support from RISE

Coley Primary School **Whole School Provision Map – Area of Need: Sensory and Physical**

OAP (Ordinarily Available Provision) Quality first teaching for all pupils	Interventions for catch up	High end need strategies
• Flexible teaching arrangements e.g. seating for LH/RH • Staff aware of implications and have a basic understanding of sensory needs and physical impairment • Brain/Movement breaks • Nelson handwriting scheme • Interactive whiteboards in each classroom • Visual aids inc timetable • Practical resources • Carpeted classrooms and corridors • Coloured reading strips • Ear defenders / ear loops • Fidget toy • Use of a range of pencil grips shaped pencil / pen • Ruler grips • Foot stools • Seat wedges • Writing slope	• Additional handwriting practice • Gross motor/mark making programme – 'pre writing course' • Fine motor programme – '*Write from the start*' • Multi skills gross motor activities small group • Supported small group work in PE • Settling exercises • Hand massage • Hand and finger strengthening activities – e.g. Theraputty, balls, eggs, bandage. • Consideration of motor section on CYPIT website • Hand massage/strengthening exercises • Support for toileting	• Referral to OT/Physio via CYPIT (EHCP) • Access to lap top to record written work • Individual physiotherapy programme delivered by LSA • Individual OT programme delivered by LSA • Individual support in class during PE • Individual support in class to facilitate access to curriculum [e.g. adaptation of learning materials] • Individual Aromatherapy/Massage sessions for relaxation • Personalised sensory equipment • Access to individual IT resources – i.e. tablets, roller mouse • Access to specialist resources – training scissors, raised line paper • Individual bespoke touch type programme • Additional planning and arrangements for transition • Lime room support – quieter, low arousal space, dark tent etc • Specialist writing tools • Support from Therapeutic team • Individual arrangements for SATs • Support from RISE