

Provision Map

Cognition and Learning

(Wave 1) Universal provision. High Quality Teaching for All	(Wave 2) Targeted- Differentiation and adaptation	(Wave 3) Specialist provision- Interventions
<ul style="list-style-type: none"> · First quality teaching with multisensory curriculum · Learning taught in bite size chunks to reduce cognitive load and sustain attention. · In-class support from teaching team and peers balanced with promoting independence. · Learning walls, with clear fonts, uncluttered and natural background. · Collaborative word banks to encourage independent writing and modelled best practice. · Extra time for processing, allowing more time to respond to answers and time to talk through ideas before responding (Talk partners). · A range of resources available including dictionaries, practical equipment and technology such as recordable buttons and tactile recourses. · Increased visual aids / modelling etc. Including handouts to make texts more accessible to the children when needed and use of IWB. · Word, letter formation and Little Wandle phonic mats to aid recall the writing process. · Flexible timetable for brain/movement breaks both outdoor/indoor. · Class visual timetable highlighting now/next. · Flexible seating plan taking into consideration classroom traffic, level of noise, facing window/corridor to minimise distraction & disturbance. · Work on different colour paper/books to reduce visual stress. · Implementation of sound buttons, sentence stacking and recordable whiteboards to encourage independent learning. 	<ul style="list-style-type: none"> · Short-term targeted and measurable support to accelerate key points of learning for core subjects including GPC's, blending, catch-up, athematic, additional reads, handwriting, timetables. · Pre-teaching in preparation for whole class sessions to meet new concepts/text. Mop up sessions to follow learning that has taken place in the moment. · Misconceptions addressed before moving on and identified. · Learning objectives/unit covers will be pre-printed to enable children to focus on the learning task. · Small group work developing cognition and learning. · Small group work that provides opportunities to practise and consolidate maths/literacy concepts learnt in class. · Use of peer buddies to support understanding of task and instructions. · Daily individual reading with teacher/TA or guided reading session with fidelity to Little Wandle Phonic Scheme. · 1-1 or small group precision teaching. · Ear defenders, chair bands, fidgets, sensory toys, wobble cushions and seat wedge. · Access to shared interaction intervention. 	<ul style="list-style-type: none"> · Specialist support from SENCo for pupils needing highly differentiated individualised support through outside agency involvement. · Adapted curriculum based on the child's developmental age. · Pre-key stage assessment programme to measure small step progress · Option available for uncoupled year group for children not able to access chronological group emotionally or academically through the support of the Local Authority, Headteacher and SENCo. · Personalised ILPP targets to support learning and areas of need which are collaborated with shared responsibility- parents, teacher & SENCo. · Individual arrangements for SATs. · Additional support for pupil to attend transition days- extra session/ pre-visits. · Use of personal Visual Timetable- Now/ Next and Now/Next/Then board or task boards. · Longer sessions for parents evening and transition meetings. · Red, Yellow, Green activity trays for adaptive work with Wiget images. · Activities/learning tailored to EHCP outcomes. · Personalised sensory circuits. · My Support Plans drafted with parents and pupil involvement and implemented throughout home and school. · Child placed in lead teachers' group for school trips. · Additional breaks to support regulation and reduce cognitive overload. · Assisted technology. · Flexible timetable · Soft start/ end today includes special interest or special job. · Access to individual workstation. · Application for EHCR or referral to outside agencies involvement.