

Provision Mapping: Student Name:

School: AVA

Year Group:

Date:

Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is 'additional to and different from', managed by depts	Wave 3 Support specifically linked to an individual's targets, managed by SENCo
Cognition and Learning Needs	<p>Teacher individual targets Class rules, rewards and sanctions Differentiated curriculum Differentiated teaching groups for English and Maths Key Word lists Coloured overlays/paper Opportunities for speaking and listening Writing Frames Mini whiteboards Multi sensory teaching Task broken to small chunks Pair work/teamwork Think pair share Modelling Learning Mats Memory techniques Colour coded activities (RAG) Work printed on coloured paper (unless the student is wearing coloured glasses.) Seated next to a student that can offer peer support. Whiteboard resources printed as handouts. Alternative methods of recording other than writing allowed and encouraged. Dictionaries and thesauruses available. Seating plans</p>	<p>Small group activities Individual; teaching TA support Booster lessons/drop in sessions Specialist assessment Visual timetables Small group English/ Maths Reading in class minimised. Where needed, it should be given in advance to enable preparation. Access to high interest/low readability books. Access to text/books provided orally. Use of appropriate ICT , tablet/ laptop Extra time given to complete assessment. Reduced work load allowed for class work and homework Practising with a scribe Printing off homework for students without ICT at home</p>	<p>Individual intensive teaching Intensive TA support 60-90% P scales Talking Partners External Agency involvement The HUB The ARCH Asdan Life Skills Read, Write, inc Individualised Literacy Intervention (ILI) Intervention to increase fluency in phonics and reading e.g precision teaching Text to speech and speech to text software Touch typing/handwriting Access arrangements for exams – laptop, extra time, rest breaks, a reader, separate room EHCP annual review</p>
Communication and Interaction needs	<p>Differentiated curriculum planning Simplified language Visual aids Modelling Structured routines Verbal instructions and information backed up by visual support Tasks broken down into smaller chunks Parts of the lesson to be recorded using the voice recorder function on a mobile phone or Dictaphone. Time given to formulate answers in class Lesson menu card Seating plans Multi-sensory approach Demonstration; listen; read; record</p>	<p>Use of symbols Visual timetable In class support with speech/language focus 40% Student to have the opportunity to repeat and summarise what has been taught.</p>	<p>1:1 Speech & Lang Programme Social use of language Group Specialist Autism Team Visual timetable/instruction cards TA support Lunchtime/break club Study skills</p>
Social, Emotional and Mental health.	<p>Seating plans Positive support/praise Whole school approach Class rules Class reward system Parent links</p>	<p>Boxall profile NFER Assessment Restorative Justice TA support IBP PSP PPI Alternative Curriculum Parental Contact Inclusion Base Quiet room/place</p>	<p>NFER Assessment ELSA Teacher time 1:1 PSP IBP PPI Parental contact Alternative Curriculum Inclusion Base Restorative Justice Social Skills Lunchtime/Break club Quiet room/place Individual mentoring</p>
Sensory and/or Physical needs	<p>Individualised resources e.g . <ul style="list-style-type: none"> ▪ Writing slopes ▪ Pencil grips ▪ Use of appropriate fonts and font sizes <p>ICT Hearing/visual aids and equipment</p> </p>	<p>OT programmes Alternative recording Additional handwriting Touch typing</p>	<p>Physiotherapy support Individual support for PE specialised programme Individual free time support Assistance to move around site Access to PC/laptop Additional TA support in practical lessons</p>