

## Whole School Provision Map, Claremont Primary School 2023-2024

### Quality First Teaching – across all classrooms

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/or physical</b>
<b>Wave 1</b>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>Claremont’s ethos promotes a positive regard for individual difference in the way that people learn and socialise.</li> <li>All staff are trained to understand the needs of children with Specific Learning Difficulty and staff are trained in strategies that can be applied to their teaching.</li> <li>Planning ensures optimum conditions to all school activities for pupils with C&amp;L difficulties.</li> <li>Careful consideration is given to the requirements of homework.</li> <li>Staff ensure that effective communication is used – appropriate language and modes of communication for children with a range of needs or conditions.</li> </ul>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>All staff are trained to understand the needs of children with ASD and Speech Language and Communication Needs and are trained in strategies that can be applied in their teaching.</li> <li>A range of strategies are used to ensure effective communication.</li> <li>A variety of methods of recording and communicating are used.</li> <li>School structures and class routines are clearly communicated.</li> <li>Opportunities are provided for all pupils to succeed.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Differentiated curriculum delivery and output</li> <li>Increased use of visual aids including visual timetables and communicate in print</li> </ul>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>Staff are aware of SEMH issues and all staff are trained in SEMH.</li> <li>Whole school use of Positive Behaviour system is consistently applied to ensure no misinterpretation.</li> <li>Regular monitoring is carried out to ensure involvement and engagement.</li> <li>Individual class reward systems</li> <li>Celebration assemblies</li> <li>Celebration of pupils’ work in classrooms</li> <li>Assemblies and circle times promoting positive mental health.</li> <li>Assemblies and circle times promoting growth mindset.</li> <li>Playground buddy system</li> <li>Use of class monitors</li> <li>School Council, Digital Leaders, Wellbeing Ambassadors, Green Team – offering pupil voice</li> <li>Use of Zones of Regulation</li> </ul>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>All staff are aware of the needs of children with sensory processing issues and can access strategies that they can implement within the classroom.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Access to a safe quiet space</li> <li>Access to a work station</li> <li>Access to appropriate ICT support</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Careful consideration of pupil positioning within the classroom</li> <li>Regular movements breaks for whole class</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>Provision of safe space for time out, where needed, to enable de-escalation of tension</li> </ul>

<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Adapted curriculum, delivery and outcome are provided</li> <li>Teachers identify information carrying words that are important for communicating key concepts.</li> <li>Verbal communication is supported by visual prompts.</li> <li>Pre-teaching of specific vocabulary and key concepts</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Increased use of visual prompts and visual timetables</li> <li>Access to manipulatives</li> <li>Scaffolded writing / use of writing frames</li> <li>Key vocabulary mats</li> <li>Access to technology including laptops and iPads.</li> <li>Displays and working walls are accessible to all pupils.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>Use of online support such as Numbots, Spelling Frame.</li> <li>Pupil's preferred method of recording/communicating is used for teaching and assessment.</li> <li>Peer support is offered through grouping and pairing.</li> <li>Classrooms offer adapted general classroom equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Use of thinking time</li> <li>Use of open questioning and opportunities for higher order thinking skills</li> <li>Appropriate techniques are used to ensure that all children understand the delivery of key concepts, instructions and learning points.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Use of interactive displays and working walls</li> <li>Talk Partner and Group work are used regularly</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>Access to a work station and to additional equipment</li> <li>Access to supportive software such as write-online.</li> <li>Verbal communication is supported with visual prompts.</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Circle times</li> <li>Use of Talk Partners</li> <li>Promotion of Active Listening</li> <li>Provision of opportunities to support younger pupils to boost confidence.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Time out facilities and safe spaces are used to support de-escalation strategies.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>Mindfulness used in class as appropriate.</li> <li>Use of Zones of Regulation.</li> <li>Use of Circle Times.</li> </ul>	<ul style="list-style-type: none"> <li>Access to equipment such as ear defenders, move and sit cushions.</li> </ul>
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## Small Group Interventions/Catch-up Programmes

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/or physical</b>
<b>Wave 2</b>	<ul style="list-style-type: none"> <li>• Phonics interventions</li> <li>• Use of Dandelion books</li> <li>• Daily Readers</li> <li>• Writing booster groups</li> <li>• Rapid Readers</li> <li>• First Class at Number</li> <li>• Non-Verbal Reasoning games</li> <li>• Reading comprehension booster groups</li> <li>• Speedy Spiders</li> <li>• Times table support</li> <li>• Small group interventions to support writing skills</li> <li>• Touch, Type Read and Spell</li> <li>• Lexia</li> <li>• Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• Speech link assessment and Programme.</li> <li>• Language Link Assessment and Programme</li> <li>• Lego as an intervention</li> <li>• Use of Social Stories</li> <li>• Use of emotion coaching</li> <li>• Social communication groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime Haven</li> <li>• Zones of Regulation</li> <li>• Talkabout groups</li> <li>• Use of safe adult to offer personal support</li> <li>• Social Stories</li> <li>• Time to Talk</li> <li>• Drawing and Talking</li> <li>• Use of emotion coaching</li> <li>• Class based programme to identify anxiety and discover basic strategies</li> <li>• Mindfulness</li> <li>• Support from Pupil Wellbeing Ambassadors</li> <li>• Access to Sensory Room.</li> </ul>	<ul style="list-style-type: none"> <li>• BEAM</li> <li>• Sensory Circuits</li> <li>• Speed up Programme</li> <li>• Clever Fingers</li> <li>• Access to equipment to support such as ear defenders, writing slope etc</li> <li>• Access to Sensory Room.</li> </ul>

**Individualised, targeted support for pupils with SEND**

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/or physical</b>
<b>Wave 3</b>	<ul style="list-style-type: none"> <li>• Individual Tutoring</li> <li>• 1:1 support in class (where specified in an EHCP)</li> <li>• Colourful Semantics</li> <li>• Use of Clicker 8 (where specified in EHCP)</li> <li>• Additional time for assessments (where specified by an outside professional)</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy (for pupils with EHCP) supported by sessions administered by trained TP.</li> <li>• Use of PECS and Communication Boards and Communication books.</li> </ul>	<ul style="list-style-type: none"> <li>• School counsellor</li> <li>• Drawing and Talking intervention</li> <li>• 1:1 support from talk time, Mental Health First Aiders, Pastoral Team or other appropriate staff member.</li> <li>• Access to Sensory Room.</li> <li>• Referral onto external programmes such as Slideaway</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ear defenders</li> <li>• Individual work station</li> <li>• Use of weighted jacket</li> <li>• Use of fidget toys, move and sit cushions, movement breaks</li> <li>• Access to laptop for extended writing tasks</li> <li>• Reader and scribe support</li> <li>• 1:1 support to allow for movement breaks and supervision outside the classroom.</li> <li>• Occupational Therapy supported by sessions with TP where specified in EHCP.</li> <li>• Access to the school sensory room.</li> </ul>