



Great oaks from little
acorns grow

St. Paul's Primary School Provision Map

St. Paul's Whole School Provision Map			
Area of need	Universal- Ordinarily Available Provision for all Learners	Targeted- Small Group Interventions/Catch-Up Programmes	Specialist- Individualised Support
Communication and Interaction	<ul style="list-style-type: none"> • Mastery approach to teaching Scaffolded delivery • Differentiated outcome expectations • outputs • Increased visual aids • Visual timetables • Preparation for change of activity or lesson • Say what you mean (explain double meanings, avoid sarcasm etc.) • Demarcating areas and clear labelling of resources • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class through SCARF and Thrive • Clear rewards and sanctions – including motivators such as house point and stickers 	<ul style="list-style-type: none"> • Social Stories or comic strip conversations • Regular, short sensory breaks • Visual prompt cards e.g. turn taking or stay on topic • Feelings Check ins • Personalised behaviour support groups, including ELSA and Thrive • Individual work station • Individual visual timetable or Now/Next • Targeted speech intervention with our SALT TA • Adapted phonics teaching through Little Wandle Keep Up or Catch Up • Talk tins or talking postcards • Parental engagement to aid understanding of child's communication • Explicit vocabulary teaching in lessons or prior to lessons • Use of Sentence stems 	<ul style="list-style-type: none"> • Alternative Teaching Space • Involvement from the Educational Psychologist (EP) • Specific speech interventions as prescribed by Speech and Language Therapist • Total communication approach including Makaton signs, symbols and gestures to communicate needs

	<ul style="list-style-type: none"> • Clear and specific learning objectives linked to key concepts • Pace and pitch altered to support learning needs • Overt expectations made explicit Calm learning environment • Training for all staff to understand challenging behaviour- Thrive and LA training • OPAL play opportunities for all learners with assemblies to set expectations • Use of stem sentences 	<p>heavily modelled</p> <ul style="list-style-type: none"> • Targeted comprehension group using Literacy Shed resources 	
Cognition and Learning	<ul style="list-style-type: none"> • Mastery approach to teaching • Scaffolded delivery • Differentiated outcome expectations • Increased visual supports and scaffolds for learning activities Visual timetables Use of writing frames ICT/tablet devices to support where needed • Breaking down longer instructions and giving one at a time • Clarify, display and refer back to new/difficult vocabulary • Pre-teach vocabulary and key concepts • Check for understanding • Consistent use of positive language 	<ul style="list-style-type: none"> • Targeted Literacy support through SNIP • Targeted Maths support through Nippy Numbers • Targeted phonics support through Little Wandle Keep Up and Little Wandle Catch Up • Precision Teaching for gaps that have been identified • Additional time for key curriculum areas • Access arrangements for tests and exams • Coloured paper • Coloured overlays • Reading rulers and Number lines Numicon and other manipulatives • Talking tins or postcards • Regular short breaks • Increased TA support as appropriate 	<ul style="list-style-type: none"> • Little Wandle SEN • Involvement from the Specialist SEN service • Involvement from the Educational Psychologist • Alternative teaching space

	<ul style="list-style-type: none"> • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills including worked examples • Tasks simplified or extended • Visually supportive learning environments e.g., working walls, word mats and key vocab displayed • Flexible grouping • Writing frames • Clear rewards and sanction systems • Peer support • Individual whiteboard • Manipulatives • Use of stem sentences 		
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school and class reward system • Whole school/class rules • Whole school policy for behaviour • Cyclic PSHE programme through SCARF • Whole school Thrive approach • Soft starts to aid transition • Access to a calm area in each classroom 	<ul style="list-style-type: none"> • Behaviour support through our PSA • Thrive approach and PACE used consistently when dealing with behaviours • Access to the sensory room • Social Skills group led by Behaviour Support teachers • ELSA • PE mentoring • Mental Health Support Team referrals made • Key Books linked to social 	<ul style="list-style-type: none"> • Thrive 1:1- personalised programmes for managing and controlling emotions and the resulting behaviour • Interventions such as art/play therapeutic approaches • Advice and guidance from outside agencies such as Behaviour Support or CAHMS • Highly personalised curriculum • Alternative Provision outside of school • Personalised de-escalation

	<ul style="list-style-type: none"> • Circle time as part of SCARF • Buddy system • Access to Outdoor Play and Learning (OPAL) approaches during break and lunchtimes • Involve the pupil in discussions about how they learn and approach task • New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour • An inspiring curriculum and learning activities to engage and motivate 	<p>needs Now and Next choices to engage and motivate</p> <ul style="list-style-type: none"> • Information gathered about triggers using ABC charts • Patchwork • Freedom for Children 	<p>plans</p>
<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Teacher awareness of S&P Impairment • Fiddle toys • Movement breaks • Close liaison with parents and carers • Small teacher areas to be used for groups as appropriate • Modified resources e.g. simplified text/language ↔ Systems in place to support individuals with mobility needs for fire alarms • Modified resources as appropriate, e.g. large print, sloping boards, pencil grip 	<ul style="list-style-type: none"> • Fine Motor skills groups • Referral to specialist and occupational therapist when needed • When needed, subject specific advice from Teacher of the Deaf • Designated TAs responsible for medical needs and Care Plans in place when needed • Access to specific resources which aid learning, e.g. writing slopes, wobble cushions, weighted blankets • Sensory breaks • Ear defenders • Access to the sensory room • Adapted uniform • Alternative assemblies 	<ul style="list-style-type: none"> • Specialist support and interventions e.g. Educational Psychologists (EPs) • Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist • Close liaison with Audiologist, ENT Consultant, Ophthalmologist • Training and intervention from specialists

	<ul style="list-style-type: none">• Preferential seating and position of teacher• Uncluttered and well organised learning environment• Choice making opportunities• Allow thinking time• Curriculum reflects disability awareness• Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers		
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