

Saints Federation Provision Map

Area of Need	All pupils as part of daily teaching.	Further differentiation	Individual support
Cognition and Learning	Differentiated curriculum planning, adaptations to activities, delivery and outcome. Increased visual aids/modelling/I do, we do, you do. Use of sound and word mats. Use of writing frames. Access to technology. In class support from TA. Daily spelling and handwriting opportunities.	Maths same day support using White Rose/Numberstacks Daily writing practise. Individual daily reading with a TA to include lowest 20%. Precisions teaching Focussed group work with TA. For example; phonics, maths or guided reading. Coloured overlays	Intense English or maths support. Intense phonics support using Bug Club phonics. Language support using Speech and Language Link. Adapted catch up programmes; Code X, Numberstacks and Bug Club. Additional individual reading Memory skills Precision spelling and reading fluency strategies. Assessment by specialist learning support teacher, Educational Psychologist or Dyslexia Outreach. Access through technology referral
Communication and Interaction	Differentiated curriculum planning, adaptations to activities, delivery, and outcome. Increased visual aids/modelling/I do, we do, you do. Simplified language. Simple instructions. Structured class routines. Use of symbols and pictures. Visual timetable.	In class support from TA with some focus on supporting SALT. Additional use of ICT Attention autism strategies. Speech and Language Link intervention and embedded approaches.	Language support using Speech and Language Link. Assessment by specialist support teacher, Educational Psychologist or Dyslexia Outreach. School 2 School Support.
Social, Emotional and Mental Health including behaviour.	Whole school behaviour policies based on positive praise strategies, class rules and routines.	Small group Thrive/nurture. Small group reward	Individual support Individual reward

	<p>Class reward and sanctions systems. PSHE lessons Thrive approach Norfolk steps strategies Use of scripts</p>	<p>Peer support either individually or as part of a group. Zones of regulation Wishes and Feelings</p>	<p>Use of now and next to support engagement Hearts and Minds support Unstructured time support from adults Thrive profiling Early Help Assessment Planning Referrals to SEMH team, Point 1, CAHMS Support from inclusion team, schools 2 school support Occupational Therapy support Sensory diet and circuits. Access through technology referral if applicable</p>
<p>Sensory and Physical</p>	<p>Individual bespoke medical support Flexible learning arrangements. Trained staff across the site. Adjustments made for use of specialised equipment in all areas such as writing slopes, seating pads, toilet rails.</p>	<p>Access to technology Additional handwriting practise Additional sensory breaks. Use of sensory room-St Andrews only Use of safe spaces Care plan written when appropriate</p>	<p>Access through technology referral if applicable Individual support in class when needed. For example, during PE. Occupational support as directed. Support with fine and gross motor skills.</p>