

**Provision Map 2018- 2019 for Phase Two**

**Name**

**Class**

In-class specific differentiation.	Additional Targeted Support and Interventions	Specialist Support – IE&SP in place
<ul style="list-style-type: none"> <li>• Planned Class teacher focus/ intervention group for:-               <ul style="list-style-type: none"> <li>➤ Maths</li> <li>➤ Reading</li> <li>➤ Writing.</li> <li>➤ Planning</li> <li>➤ Processing.</li> </ul> </li> <li>• Regular TA <b>group – literacy</b></li> <li>• Regular TA <b>group support – maths</b></li> <li>• Regular TA support for attention and listening.</li> <li>• 1:1 reading practise</li> <li>• Sound field system.</li> <li>• Opportunity to rehearse ‘talk’ with adult or partner.</li> <li>• Peer paired reading/ paired writing/ talk partner.</li> <li>• Visual timetable.</li> <li>• Additional hand writing practise, use of a pencil grip or other aid.</li> <li>• Differentiated spellings focussing on HF words or phonic patterns.</li> <li>• Story maps and structured planning to sequence ideas.</li> <li>• Additional support homework provided</li> <li>• Specific position on carpet, (carpet spot).</li> <li>• Specific class seating position.</li> <li>• Individual visual cues/aide memoirs on the desks for regulation of behaviour, social skills or organisation.</li> <li>• Mindfulness sessions.</li> <li>• All staff are aware and alerted to health/medical issue.</li> <li>• <b>See also dyslexia provision map.</b></li> </ul>	<ul style="list-style-type: none"> <li>• In-school assessment. Area of concern</li> <li>• <b>Specific 1-1 teaching</b> to targets identified by school assessment. Target identified on IEP.</li> <li>• Use of Communicate in Print.</li> <li>• Additional meetings with parents.</li> <li>• Writing slope</li> <li>• Movement cushion</li> <li>• Numicon maths equipment.</li> <li>• Use of laptop or I pad for some lessons.</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• 5 mins a day box.</li> <li>• 15 mins a day Part 1</li> <li>• 15 mins a day part 2. (yr 1&amp;2)</li> <li>• Catch up phonic programme (Letters and Sounds).</li> <li>• Read Write Inc. programme.</li> <li>• Speech and language group support for school identified targets.</li> <li>• Artis (drama) small group</li> <li>• Bradford Talking Partners group</li> <li>• Reading for Inference</li> <li>• Number stars.</li> <li>• Numicon group.</li> <li>• Mental Arithmetic group.</li> <li>• Write Dance or OT group run by school staff.</li> <li>• Teodorescue (Write from the Start) FMS</li> <li>• OT/movement breaks.</li> <li>• EAL Homework group.</li> <li>• EAL phonics</li> <li>• EAL teacher/TA 1:1</li> <li>• EAL teacher/ TA group support</li> <li>• Building Learning Power Group (Power group)</li> <li>• Theraplay</li> <li>• Lunch time Nurture</li> <li>• <b>See also dyslexia provision map.</b></li> </ul>	<p><b>Professional Assessments and Reports.</b></p> <ul style="list-style-type: none"> <li>• Educational Psychology assessment.</li> <li>• Child, Adolescence &amp; Mental Health Service. (CAMHS)</li> <li>• Merton Autistic Outreach Service (MAOS)..</li> <li>• Paediatrician.</li> <li>• Other medical reports</li> <li>• School Nurse – health care plan.</li> <li>• LBL team (Merton)</li> <li>• Virtual Behaviour Support (VBS)</li> <li>• CASA/Team Around Family or Child meeting (TAF/TAC)</li> <li>• Occupational Therapy (OT) or Physiotherapy.</li> <li>• Speech and Language – School / NHS/ Private</li> <li>• Hearing Impairment service (HI)</li> <li>• Visual Impairment service. (VI)</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Dyslexia tutor (K. Strupinska )</li> <li>• Workstation and TEACCH schedules.</li> <li>• Behaviour intervention target card</li> <li>• Behaviour contract – includes parent.</li> <li>• Pastoral Support Plans</li> <li>• Directed Time out. (bespoke timetable)</li> <li>• Lunchtime support</li> <li>• Social stories.</li> <li>• Comic strip conversations</li> <li>• Therapeutic stories</li> <li>• Additional focussed observations by staff.</li> <li>• 1:1 support to work on targets set by outside agencies. Targets on IEP &amp; reports.</li> <li>• Key TA to support access to KS1 or KS2 curriculum.</li> <li>• ELSA support (C.Gilonis/ D.Howard)</li> <li>• S&amp;L support from therapist.</li> <li>• Medical/ Personal Care.</li> </ul>