



# Whole School Provision Map for Inclusion

## Whole School Provision Map Quality First Teaching

### Classroom environment

- Well organised classroom
- Calm learning environment
- Working walls and relevant displays
- use dyslexia friendly font (*Arial and Comic Sans. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans*)
- use of colour and contrast (*Use dark coloured text on a light (not white) background. Avoid green and red/pink.*)
- Use of alternative to white backgrounds on smartboard - *use cream or a soft pastel colour.*)
- Seating arrangements
- Sensory aids in all classrooms
- Calm music
- Support file for all areas of SEND so staff have a reference of strategies to support pupils with specific need

## Whole School Provision Map Quality First Teaching

### Communication and Interaction

- Use of visual time tables
- Visual aids
- Topic /spelling banks
- Phonics mats
- Use of graphic organisers e.g. sentence starters, writing frames
- Always use a pupil's name
- Clear and age appropriate instructions
- Appropriate time to process verbal questions or instructions
- Regular and explicit classroom routine
- Language clear and unambiguous at all times
- Use of mini white boards
- Now/Next boards

### Social, Emotional and Mental Health

- Groupings provide positive role models
- All adults promote well being
- There is an ethos where asking for help and support is okay and is welcomed
- All staff are committed to developing a safe and secure environment for all
- Commitment to supporting mental health through Wellbeing Wednesdays, Peer mediators, anti-bullying ambassadors
- Regular safeguarding training for all staff

### **Sensory and Physical Needs**

- Appropriate seating positions are considered (noise, light, proximity to board and/or teacher)
- Appropriate noise levels are maintained
- Sound bar system
- All adults speak clearly and naturally
- Opportunities to work with a learning partner
  - Sensory aids available to all children to support as needed

### **Cognition and Learning**

- Clearly designed lesson plans
- Adaptations
- Learning intentions and success criteria consistently shared with children
- Plenty of opportunities to involve and engage with pupils
- Use of 'cold calling', not just 'hands up'
- Opportunities for pupils to talk and work individually, in pairs and in groups
- High quality questioning for children of all abilities (Afl)
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Use of mini whiteboards and alternative ways to show learning
- Appropriate use of modelling and explaining for pupils
- Opportunities to use physical resources/manipulatives
- Scaffolding tools are used as appropriate
- Graphic organisers (e.g. writing frame, story map, spider diagram) are used as appropriate
- Regularly using encouragement and specific praise to engage and motivate pupils.
- Access to good quality resources
- Access to ICT
- Classroom assistants

## How Eureka supports the 4 key areas of SEND

Social, Emotional and Mental Health		
<i>Anxiety, depression, attachment disorder and ADHD / ADD</i>		
Wave 1 All pupils will have...	Wave 2 Some pupils will have..	Wave 3 A few children will have...
<p style="text-align: center;"><b>Quality first teaching</b></p> <p>As well as....</p> <ul style="list-style-type: none"> <li>• Consistent approach by adults</li> <li>• PSHE Curriculum</li> <li>• Staff trained in safeguarding</li> <li>• Zones of Regulation</li> <li>• Reward system including house points, stickers, certificate</li> <li>• Brain breaks</li> <li>• Access to sensory aids in every classroom</li> <li>• Worry box in every classroom</li> <li>• Designated anti bullying ambassador for each class</li> <li>• Access to well being Wednesday</li> <li>• Access to lunchtime club</li> <li>• Peer mediators</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional Nurture Groups</li> <li>• Lego therapy</li> <li>• Sports Coach sessions</li> <li>• soft start activities</li> <li>• Buddy system</li> <li>• Home/school communication system</li> <li>• Organisational reminders such as NOW/NEXT Boards</li> <li>• Allocated seating</li> <li>• Weekly Forest school</li> <li>• Anger Gremlins intervention</li> <li>• Targeted and specialist point</li> <li>• Emotional literacy support</li> </ul>	<ul style="list-style-type: none"> <li>• Access to quieter areas in class</li> <li>• Person centred tools</li> <li>• Key adult</li> <li>• 1:1 Zones of Regulation work</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Individual timetable</li> <li>• Risk assessment</li> <li>• Reduced timetable</li> <li>• External support i.e ISAT teacher</li> <li>• Additional movement/sensory breaks</li> <li>• A worry book</li> <li>• WISP (wellbeing Intervention and Support Programme)</li> <li>• Enhanced transition to Secondary school</li> </ul>

## Provision Map: Sensory and Physical Needs

*Visual impairments, hearing impairments, physical disabilities and sensory disorders*

Wave 1 All pupils will have...	Wave 2 Some pupils will have..	Wave 3 A few children will have...
<p style="text-align: center;"><b>Quality first teaching</b></p> <p>As well as....</p> <ul style="list-style-type: none"> <li>• Regular handwriting practice</li> <li>• Regular fine motor activities (KS1)</li> <li>• Brain breaks</li> <li>• Broad PE Curriculum</li> <li>• Access to sensory aids in all classrooms</li> <li>• Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Daily proprioception</li> <li>• Additional Sensory breaks</li> <li>• Fine motor skills intervention such as Active Hands</li> <li>• Additional gross motor skills activities</li> <li>• Support during PE</li> <li>• Wobble cushion</li> <li>• Pencil grip, triangular pencil, pencil with grooves</li> <li>• Ear defenders</li> <li>• Weekly touch typing intervention</li> <li>• Additional support in PE/adaptations to the PE Curriculum to ensure needs are met</li> <li>• Sound bar in the classroom for hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for outdoor learning</li> <li>• Weighted blanket</li> <li>• Bean bag time</li> <li>• Use of a writing slope</li> <li>• Resistance bands around chairs</li> <li>• Occupational Therapy involvement</li> <li>• A designated quiet area to work within the classroom</li> <li>• Access to a safe space outside the classroom</li> <li>• A risk assessment</li> <li>• Use of chew buddies</li> <li>• Adapted uniform</li> </ul>

**Provision Map: Communication and Interaction**  
*SLCN and ASD (social use of language)*

Wave 1 All pupils will have...	Wave 2 Some pupils will have..	Wave 3 A few children will have...
<p><b>Quality first teaching</b></p> <p>As well as....</p> <ul style="list-style-type: none"> <li>• Talking partners / group work</li> <li>• Modelling</li> <li>• Clear class expectations (how to communicate)</li> <li>• Structured routines</li> <li>• Visual Timetables</li> <li>• Teachers communicate appropriately to all pupils (differentiate as necessary)</li> <li>• Marking relevant to pupils</li> <li>• Opportunity to share learning in different ways such as using white boards,</li> <li>• Mini whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• Social group work with clear modelling of positive interactions</li> <li>• Speaking and Listening intervention such as Brick therapy</li> <li>• Playground support/monitoring</li> <li>• Organisational reminders such as Now Next boards</li> <li>• Pre teaching - vocabulary/concepts sessions</li> <li>• Weekly speech and language sessions delivered by school staff using SALT targets specific to the child</li> <li>• Now NEXT boards available</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton</li> <li>• Use of cards to support communication</li> <li>• Time out card</li> <li>• Choice to work independently or with partner / in a group</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Support from outside agencies including, SALT, ISAT advisory teacher</li> <li>• Programme of support planned by outside agency (provided by school staff)</li> <li>• Use of ICT to communicate needs</li> </ul>

**Provision Map: Cognition and Learning**  
*General Learning Difficulties / SpLD*

Wave 1 All pupils will have...	Wave 2 Some pupils will have..	Wave 3 A few children will have...
<p><b>Quality first teaching</b></p> <p>As well as....</p> <ul style="list-style-type: none"> <li>• Broad and balanced curriculum</li> <li>• Appropriate objectives for year group</li> <li>• Clear modelling and explanations of tasks</li> <li>• Maths mastery sessions</li> <li>• Phonics sessions daily ks1</li> <li>• Visual prompts and resources</li> <li>• Sessions with volunteer readers</li> <li>• Squiggle while we wiggle</li> <li>• Calming music</li> <li>• Brain stem calmers</li> <li>• Mini whiteboards</li> <li>• Manipulatives</li> <li>• Phonic word mats</li> <li>• Coloured paper to write on/overlays</li> <li>• Use of talk partners</li> </ul>	<ul style="list-style-type: none"> <li>• Nessy</li> <li>• Neli</li> <li>• Tailored Tutoring sessions</li> <li>• Numeracy intervention</li> <li>• Literacy intervention</li> <li>• Reading intervention such as priority readers</li> <li>• Spelling intervention such as SNIP</li> <li>• Organisational reminders</li> <li>• Additional processing time</li> <li>• (accounted for in assessments)</li> <li>• Targeted adult support</li> <li>• Small steps documents to track progress and identify specific gaps in learning</li> <li>• Touch typing practice</li> <li>• Meemo (memory intervention)</li> <li>• Use of timers</li> <li>• Indicators in books of where to write</li> <li>• Toe by toe</li> <li>• Wasp/hornet spelling intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated /bespoke curriculum</li> <li>• Individual interventions</li> <li>• Specific resources</li> <li>• Tinted paper / coloured overlays</li> <li>• Scribe</li> <li>• Regular access to ICT</li> <li>• Individualised phonics/spelling mats</li> <li>• Pre-teaching sessions</li> <li>• Individual assessment arrangements</li> <li>• Support from outside agencies such as the Educational Psychologist</li> <li>• Dyslexia support</li> </ul>

