



Colliers Green Primary School

Whole School Provision Map 2022 – 2023

| | Step 1 Quality First Teaching | Step 2 Support and Interventions | Step 3 Review | Step 4 Outside Agencies Involved | Step 5 Formal Identification |
|-------------------------------------|---|---|---|--|--|
| Communication with parents | Make parents aware of initial concerns. – Class Teacher | Make parents aware that concerns are still there and explain interventions that have been put in place. – Class Teacher | Make parents aware that concerns are increasing that you are going to seek advice from outside agencies. Consent must be given. - SENCo | Agency engagement – feedback to parents about progress and next steps. - SENCo | Discussion with parents about the best route for their child. Personalised Plan/ EHCP. Parents to be active in this process and included in decision making. - SENCo |
| Cognition and Learning | <ul style="list-style-type: none"> - Work planned for all and differentiated accordingly - Provide a clear structure with a daily routine for all activities – Visual timetable. - Ensure child's attention is gained before giving any instruction. | <ul style="list-style-type: none"> - Sensory Circuits - Touch typing - Access to Word processing - Apples and Pears Spelling Scheme - Dancing Bears Reading Scheme | Steps 1 and 2 have been carried out for at least 6 weeks and we still have concerns. | Referral to LIFT (Local Inclusion Forum Teams). | At this point we will have had significant input from outside agencies and evidence of graduated approach to support possible diagnosis. |
| Communication and Language | <ul style="list-style-type: none"> - Give simple instructions. - Chunk longer instructions into smaller, more manageable segments. - Frequently check understanding. | <ul style="list-style-type: none"> - Lego therapy - Socially speaking - Word Cards - Increased visual aids - | | | |
| Social, Emotional and Mental Health | <ul style="list-style-type: none"> - Repeat instructions as necessary. - Repeat vocabulary and concepts. - Create opportunities for communication – mixed partners. | <ul style="list-style-type: none"> - Friendship groups - Drawing and Talking - Individual time to talk – FLO | | | |
| Sensory and Physical | <ul style="list-style-type: none"> - Use visual prompts and cues to support understanding. - Use of task management boards/ Now and Next. - Support from Teaching Assistant. - Re-active teaching sessions. - Reduced/ targeted language. - Provide additional processing time. - Use of learning breaks where needed. - Coloured backgrounds on PowerPoints and clear fonts. | <ul style="list-style-type: none"> - Ear defenders - Quiet space - Writing slopes - Pencil grips - Wobble cushions - Resistance bands | | | |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|-----------|--------|--------|--------|--------|--------|--------|
| Apples and Pears | | | | | | | |
| Dancing Bears | | | | | | | |
| Phonics booster | | | | | | | |
| Speech Link | | | | | | | |
| English booster | | | | | | | |
| 1:1 Reading | | | | | | | |
| Additional comprehension | | | | | | | |
| Handwriting | | | | | | | |
| Maths booster | | | | | | | |
| Plus 1 | | | | | | | |
| Power of 2 | | | | | | | |
| Maths Club | | | | | | | |
| Times Table Rockstars | | | | | | | |
| 1:1 specialist teacher | | | | | | | |
| Numbots | | | | | | | |
| Clever Fingers | | | | | | | |
| BEAM | | | | | | | |
| Sensory Circuits | | | | | | | |
| Social Communication | | | | | | | |
| Drawing & Talking | | | | | | | |
| Lego Therapy | | | | | | | |
| Buddies | | | | | | | |
| Fegans counselling via Weald Family Hub | | | | | | | |
| Friendship group | | | | | | | |