



Wren's Nest Primary School
Whole School Provision Map - Overview



Area of Need	Wave 1	Wave 2	Wave 3
	Provision	Provision	Provision
Cognition and Learning	<ul style="list-style-type: none">➤ Adapted curriculum➤ Adapted delivery➤ Visual aids - Use of 'Widgit'➤ Change in seating plans➤ Access to TA support in classrooms➤ Access to ICT➤ In class targeted teacher support➤ Visual Timetables➤ Appropriate resources➤ Learning walls➤ Word mats➤ Allowance of extra time to complete tasks➤ Holistic learning environment➤ Effective modelling➤ Clear progression➤ Engaging and purposeful learning environment➤ Table resources to support learning➤ Teachers active and engaging with children throughout lessons➤ Well planned and prepared lessons➤ Feedback strategies being used (including a "no hands up" approach)➤ "I do, we do, you do" approach - adaptive teaching➤ Use of low-stake quizzes➤ Hinge questions used effectively to assess understanding	<ul style="list-style-type: none">➤ Additional booster sets in every year group➤ Phonics 1:1 intervention➤ Reading Volunteers➤ 'Keep up not catch up' interventions in class➤ EYFS Maths Intervention➤ The Nest➤ Referral and advice from specialist services - SALT, EPE, AO, OT, CAMHS, LSS➤ Individual work stations	<ul style="list-style-type: none">➤ 1 to 1 work with Teacher➤ 1 to 1 work with Learning Support Service, SALT, EPE.➤ Precision Teaching➤ ELSA➤ ASD Specialist TA 1:1's➤ EYIH - Sunshine Room➤ Twinkle Room➤ Little Stars➤ Rainbow Room - Nurture Group➤ Little Gems - Year 3 morning intervention group (when required)➤ Shooting Stars - KS2 Complex Learning Difficulties Provision

	<ul style="list-style-type: none"> ➤ Pre-Topic MindMaps at the beginning of new units ➤ Modelling/chunking/scaffolding ➤ Assessment of progress (Sonar and AAT) ➤ TTRS (Times Table Rock Stars) 		
Communication and Interaction	<ul style="list-style-type: none"> ➤ Adapted delivery and use of appropriate language ➤ Access to ICT ➤ Modelling and scaffolding ➤ Feedback strategies being used (including a "no hands up" approach) ➤ Clear learning objectives and adapted outcomes, ensuring clear instructions are given. ➤ Learning walls to support key learning points, including key vocabulary. ➤ Time to talk things through with a 'talking partner' before feeding back to class. ➤ Multisensory learning approach ➤ Increased use of sensory aids ➤ Visual timetables in all classrooms ➤ Visual aids - Use of 'Widgit' ➤ Makaton ➤ Structured school and class routines ➤ Use of communication boards ➤ Assessment of Progress - Spoken Language targets (Sonar and AAT) 	<ul style="list-style-type: none"> ➤ Additional group teacher in every year group ➤ Phonics 1:1s ➤ Reading Volunteers ➤ 1:1 Nurture and well-being time ➤ Gingers - EYFS Social Skills group ➤ Boys social skills ➤ The Nest ➤ Language Intervention 	<ul style="list-style-type: none"> ➤ Speech and Language Interventions from our SALT therapist ➤ Personalised 'Widgit' timetables ➤ NELI ➤ EYFS individual language interventions ➤ ASD Specialist TA 1:1s ➤ Little Gems - Year 3 morning intervention group (when required) ➤ ASD Social Skills intervention ➤ Learning Mentor Conflict Resolution Group ➤ ASD TA transition and moving on support

	<ul style="list-style-type: none"> ➤ Calm corners, calm room and sensory room ➤ Classroom cues display board colours are consistent throughout school. 		
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> ➤ Whole school positive behaviour policy. ➤ Behaviour for Learning at the heart of lessons/school ethos. ➤ High expectations of children. ➤ Circle Time. ➤ Merit Reward System. ➤ VIPs rewards system. ➤ Reader, writer, mathematician of the week in all subjects across each Year group ➤ Team points ➤ Assemblies: VIPs celebrated in assembly. ➤ Regular CPD for staff to maintain a consistent approach to positive behaviour management strategies across school. ➤ De-escalation and positive praise-whole school approach is taken. ➤ Access to TA or Learning Mentors in school. ➤ Learning Mentor Team support vulnerable children in breaking down barriers to learning. ➤ Structured school and class routines. ➤ Visual timetables ➤ Visual aids - Use of 'Widgit' ➤ Change in seating plans ➤ Access to ICT 	<ul style="list-style-type: none"> ➤ EYFS Boys social skills group ➤ 1:1 time ➤ EYFS Girls social skills group ➤ Gingers - Social Skills group ➤ EYFS Ladybirds room ➤ Learning Mentor friendship groups ➤ Learning Mentor Girls Group- Puberty and Change focus ➤ Lunch Clubs with the school Senior Leadership Team 	<ul style="list-style-type: none"> ➤ Learning Mentor 1:1s ➤ ASD Specialist TA 1:1s ➤ Sand Play ➤ Drawing and Talking ➤ Lego Play ➤ Learning Mentor transition support ➤ Little Gems - Year 3 morning intervention group (when required) ➤ ASD Social Skills intervention ➤ Learning Mentor Conflict Resolution Group ➤ ASD TA transition and moving on support ➤ Rainbow Room- Nurture Group- Whole School SEMH Provision ➤ Play Therapy ➤ CHIMP intervention ➤ Steve Brown - Behaviour Support Consultant ➤ Referral to specialist services including EPE, LSS, EPE. CAMHS, Reflexions, OT, Play Therapy. ➤ Individual arrangements for assessments and test (SATs access arrangements)

Sensory and Physical Needs

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| <ul style="list-style-type: none">➤ Flexible teaching arrangements.➤ Staff awareness of any impairment➤ Access/use of lift if necessary.➤ Access to ICT to help reduce barriers to learning.➤ Alternatives to written recording when writing is not the primary objective.➤ Multisensory learning approach➤ Visual aids - Use of 'Widgit'➤ Availability of resources➤ Seating plans➤ Availability of resources e.g. fidget toys, ear defenders, chewelry writing slopes, laptops, oversized text or coloured paper, wobble cushion.➤ Access to TA support in class➤ Access to ICT➤ Improved accessibility of school buildings➤ Access lifts➤ Moving and handling training | <ul style="list-style-type: none">➤ Fine motor skills group➤ Get Moving➤ Write Dance➤ 1:1 time➤ EYFS Ladybirds room | <ul style="list-style-type: none">➤ ASD Specialist TA 1:1's➤ Little Gems- Year 3 Morning intervention group (when required)➤ ASD TA transition and moving on support➤ Use of specific resources/equipment - weighted blanket, coloured paper, overlays, where recommended➤ Support from advisory services CAMHS, CIPS, PIMIS, OT, Physiotherapy, VI, HI, EPE, LSS.➤ Use of modified equipment - e.g. large font SATS paper, coloured paper.➤ Use of ICT.➤ Individual arrangements for assessments and tests |
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