Felbridge Primary School
Whole School Provision Map



Specialist Provision:

This is for those few children who require a personalised approach, tailored to their specific difficulties. These children will have significantly greater difficulty in learning than their peers and they may require support from outside agencies.

Targeted Provision:

Some children require additional support, which can be delivered through small group or individual intervention, in order to support them to achieve in line with their peers. This support is specific and time-bonded and is over and above what is offered through our core provision.

Core Provision:

The majority of children achieve well through high quality teaching in the classroom. High Quality Teaching meets children's needs through a rich and carefully differentiated curriculum using a variety of teaching strategies and resources.

Area of Need: **Cognition and Learning**

Core Provision	Targeted Provision	Specialist Provision
▪ Differentiated curriculum planning, delivery, activities and outcomes ▪ Explicit instruction with a focus on clear instructions and explicit language ▪ Modelling, visual aids and demonstrations ▪ 'Chunking' content ▪ Frequent check-ins ▪ Teaching Assistant (TA) support ▪ Focused small group work with Teacher/TA ▪ Flexible grouping based on assessment for learning ▪ Guided practice ▪ Phonics teaching and group work using Song of Sounds ▪ Peer talk ▪ Individual, paired and small group reading ▪ Use of the outdoor learning environment ▪ Scaffolding through use of visuals, e.g. word and sound mats, visual timetables, writing frames, worked examples, etc. or concrete resources and manipulatives, e.g. Numicon, Base 10, Dictaphone, etc. ▪ Working Wall classroom display ▪ Use of technology including interactive whiteboard, visualiser, laptops, Learnpads and Chrome Books ▪ Peer- and self- assessment through use of clear and relevant learning objectives and success criteria ▪ Learning challenges ▪ Revision sessions / booster groups (for Year 6 children) ▪ Dyslexia friendly teaching strategies, e.g. additional time, coloured backgrounds, spell-checkers etc. ▪ Consideration of seating position within the class ▪ Use of fiddle toys, wiggle cushions, etc. to aid concentration ▪ Growth Mindset philosophy ▪ Staff aware of individual needs	▪ Additional class teacher / TA support for learning ▪ Pre- and post- teaching to introduce new vocabulary and concepts ▪ Additional, supported individual and group reading sessions ▪ Additional, supported guided reading sessions ▪ Additional, supported guided writing sessions ▪ Additional, supported guided maths sessions ▪ Additional small group phonics boosters (Song of Sounds) ▪ Fischer Family Trust Wave 3 intervention, run by trained TA ▪ Nessy Reading and Spelling intervention ▪ Toe by Toe (UKS2) ▪ First Class @ Number maths intervention ▪ Talk for Number maths intervention ▪ Precision Teaching intervention ▪ Read2Dogs scheme	▪ Advice and support from advisory teachers and specialist services ▪ Individual and small group, specifically tailored, teaching sessions ▪ Sustained use of technology ▪ Regular pre- and post- teaching ▪ Additional, individual or small group TA support in specific areas

Area of Need: **Communication and Interaction**

Core Provision	Targeted Provision	Specialist Provision
▪ Differentiated curriculum planning, delivery, activities and outcomes ▪ Explicit instruction with a focus on clear instructions and explicit language ▪ Modelling, visual aids and demonstrations ▪ 'Chunking' content ▪ Slower delivery of content ▪ Frequent check-ins ▪ Scaffolding through use of visuals, e.g. word and sound mats, visual timetables, task boards, writing frames, worked examples, etc. or concrete resources and manipulatives, e.g. Numicon, Base 10, Dictaphone, etc. ▪ Clear, structured class routines ▪ Use of technology including interactive whiteboard, visualiser, laptops, Learnpads and Chrome Books ▪ Peer talk ▪ Staff aware of individual needs	▪ Speech and language sessions with Interventions TA ▪ Targeted use of technology ▪ Pre- and post- teaching ▪ Word mats/word webs and other visual support strategies ▪ Visuals to support writing process	▪ Advice and support from Speech and Language Therapy Team ▪ Advice and support from advisory teachers ▪ Speech and language sessions delivered by our Interventions TA ▪ Individual speech and language therapy sessions delivered by Speech and Language Therapist/Therapy Assistant ▪ Advice and support from Outreach services, including for ASD ▪ Individual specialist equipment and resources

Area of Need: **Social, Emotional and Mental Health**

Core Provision	Targeted Provision	Specialist Provision
▪ Positive attitudes, praise and high expectations of all ▪ Cultivation of positive relationships and willing attention given to all children ▪ Consistent approach across the school, following school Behaviour Policy ▪ Carefully planned seating ▪ Jigsaw PSHE scheme followed ▪ Relationships and Sex Education (RSE) curriculum in place across the school ▪ Circle Times as and when needed ▪ School House system ▪ Leadership opportunities and additional responsibilities, e.g. School Council, monitor roles, House Captains, Crew Leaders, etc. ▪ Access to clubs before, during and after school ▪ Whole school assemblies including Celebration Assembly with Values Champions ▪ Buddy system in place for new starters ▪ Buddy system between Year R and 6 ▪ Visual aids, e.g. timetable, now and next ▪ Transition activities for move to secondary school ▪ Staff aware of individual needs	▪ ELSA support ▪ PSHE intervention groups as needed ▪ Additional support in class ▪ Opportunity for brain breaks in the classroom ▪ Whole school positive behaviour system adapted where necessary ▪ Enhanced transition between classes/schools	▪ Advice and support from advisory teachers and specialist services ▪ ELSA support ▪ Playground support ▪ Social skills groups, e.g. Circle of Friends, Talkabout, etc. ▪ Individual behaviour and pastoral support plans ▪ Regular links with parents including home-school link books ▪ Access to agreed ‘safe space’

Area of Need: **Physical and Sensory**

Core Provision	Targeted Provision	Specialist Provision
▪ School building is accessible for all ▪ Disabled toilet facilities ▪ Classrooms equipped with age-appropriate furniture ▪ Visual prompts and technology used to enable access to learning ▪ Quality resources available and clearly labelled for easy access and to enable independence ▪ Opportunities in lessons for movement breaks and thinking/reflection time ▪ Use of outdoor learning is encouraged ▪ Adapted resources to meet needs of all children in the class, e.g. left handed scissors, pencil grips, sloping writing boards, etc. ▪ Medical support as required ▪ Staff aware of individual needs	▪ Differentiated teaching arrangements to meet specific needs ▪ Gross and fine motor skills groups ▪ Medical support as appropriate ▪ Occupational Therapy resource pack ▪ Jump Ahead intervention ▪ Targeted use of technology ▪ Use of specialist adapted equipment ▪ Targeted adult support at specific times of need	▪ Physiotherapy programme ▪ Occupational therapy programme ▪ Enlarged print and individual copies of texts ▪ Individual and specialist technology ▪ Adapted or specialist resources, e.g. magnifiers, radio aids, etc. ▪ Treatment/care plans and specialist medical training ▪ Targeted adult support at specific times of need