Whole School Provision Map Plaxtol Primary School

Universal offer

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or physical
Wave 1	**Whole School** • Plaxtol follows the Minerva vision and values. • Regular training ensures that staff have a range of strategies to support different learner needs. • We use widget to ensure consistency in the use of visual timetables in all classes. **Provision** • Verbal communication is supported by visual prompts as needed. • Pre-teaching of specific vocabulary and key concepts • Flexible grouping. • Classrooms offer adapted general classroom equipment eg. coloured paper • Visual timetables • Access to manipulatives • Key vocabulary mats • Access to technology including laptops and iPads. • Displays and working walls are accessible to all pupils.	**Whole School** • A range of strategies are used to ensure effective communication. • A variety of methods of recording and communicating are used. • School structures and class routines are clearly communicated. • Opportunities are provided for all pupils to succeed. **Provision** • Differentiated curriculum delivery and output • Increased use of visual aids including visual timetables. • Use of thinking time • Use of targeted questioning and opportunities for higher order thinking skills • Access to a work station • Access to supportive software. • Verbal communication is supported with visual prompts.	**Whole School** • Staff are aware of and sensitive to SEMH issues. • Staff follow the behaviour policy to promote positive interactions. • Consistent whole school reward system using housepoints etc. • Celebration assemblies • Assemblies and circle times promoting positive mental health and resilience. • Playground buddy for EYFS children. • School Council, Sport's leaders and Captain, , Head prefects, House and Vice Captains, Eco ambassadors and Reading ambassadors and offering pupil voice **Provision** • Access to safe space to support de-escalation strategies. • Use of Zones of Regulation. • Use of Circle Times. •	**Whole School** • All staff are aware of the needs of children with sensory processing issues and can access strategies that they can implement within the classroom. **Provision** • Provision of safe space for time out, where needed, to enable de-escalation. • Access to equipment such as ear defenders, move and wobble cushions and thera bands. • Access to a work station • Careful consideration of pupil positioning within the classroom • Regular movements breaks for whole class • BEAM for Class 1

	Small group interventions			
Wave 2	**Cognition and Learning**	**Communication and Interaction**	**Social, Emotional and Mental Health**	**Sensory and/or physical**
	• Phonics interventions • Daily readers • Specialist support for small groups in reading/spelling and maths • Teach, type read and spell • Beanstalk readers • Lexia • Nessy • Times table games	• Speech and Language link assessment • Speech and language support • Use of social stories • Social communication groups	• Nurture support at lunchtime TBC • Zones of regulation • Social stories • Talkabout • Use of a trusted adult to offer personal support • Access to sensory room	• Daily sensory circuits • BEAM • Clever fingers • Access to ear defenders/wobble cushion/thera bands and pencil grips • Extra movement breaks • Access to sensory room
	Individualised, targeted support for pupils with SEND			
Wave 3	**Cognition and Learning**	**Communication and Interaction**	**Social, Emotional and Mental Health**	**Sensory and/or physical**
	• 1:1 or 1:2 support in class where EHCP specifies it. • Use of Maths for Life for 1-1 • Additional use of time for assessments. • TA/Class teacher 1-1 support as needed for specific tasks. • Access to specialist teacher. • Access to laptop for extended writing • Reading and scribe support	• Speech and language therapy as specified in EHCP. • Access to laptop for extended writing • Reading and scribe support	• Referral for Therapeutic counselling • Referral to Spurgeons for counselling Terms 3-6. • 1-1 talk time • Access to sensory room	• Ear defenders • Individual work stations • Weighted blanket • Fidget toys/wobble cushions • Extra movement breaks • Access to laptop for extended writing • Access to sensory room • 1-1 sensory circuits