

## Stanwell Fields – Whole School Provision map



	Wave1	Wave 2	Wave 3
<b>General</b>	Safe stimulating working environment Home School Link Worker Before/after school activities Field trips and residentials School council Computer suite Parent workshops Parent information sessions Outside sports coaching Interactive whiteboards One page profiles		
<b>Cognition and Learning</b>	Differentiated curriculum planning In-class LSA support or targeted teacher support e.g. scribe Visual timetables and other visual aids Use of writing frames/word banks Access to ICT (Information and Communication Technology) Library Library corners in every classroom Numicon/dienes/number lines/money/100 squares/dominoes/bead strings/dice and other manipulatives Word mats/alphabet mats/sound mats Spelling wall Finger spacers Up to date, fluid display boards Reference books Benchmarking Challenge cards Next steps in books Learning objective displayed and shared	Booster sessions with Learning Support Assistants (LSAs) Extra phonics sessions Maths support groups 1:1 booster reading with LSA Small groups support with LSA or CT Targeted in class support from LSAs	Small group or one-to-one literacy/numeracy support or intervention programmes Reduced/increasingly individualised timetable Advice from Educational Psychologist/ specialist teacher

	<p>Top ticks</p> <p>Writing reminders</p> <p>Ability grouping and mixed ability working</p>		
<p><b>Communication and Interaction</b></p>	<p>As above (Cognition and Learning)</p> <p>Use of modified language</p> <p>Structured school and class routines</p> <p>Teach good listening skills</p> <p>Word mats/ word banks</p> <p>Voice recorders</p> <p>Collaborative techniques</p> <p>Varied types of questioning</p> <p>Sustained shared thinking</p> <p>Reflection area</p> <p>Talk box</p> <p>Makaton</p> <p>Think, pair, share</p> <p>Talk partners</p>	<p>As above (Cognition and Learning)</p> <p>Targeted in class support with focus on speech and language</p> <p>Use of additional ICT (Information and Communication Technology)</p> <p>Small group work to focus on language skills</p> <p>Time to talk</p> <p>Talk partners</p>	<p>Small group or one-to-one support for language</p> <p>Speech and language therapist support/ advice</p> <p>Additional ICT – PECS</p> <p>Advice from Educational Psychologist/ specialist teacher</p> <p>Word aware</p>
<p><b>Social, emotional and mental health</b></p>	<p>Whole-school behaviour policy, rules, rewards and sanctions</p> <p>Individual behaviour charts as appropriate</p> <p>Calming down breaks</p> <p>Safe space in classroom</p> <p>Social skills groups</p> <p>Worry box</p> <p>Circle time</p> <p>Talking partners</p> <p>PSHE (Personal Social and Health Education)</p> <p>LSA support</p> <p>Worship</p> <p>Puppets</p> <p>Assigned seating for specific children</p> <p>Sticker charts</p> <p>Drama and role-play activities</p> <p>SEAL (Social, Emotional Aspects of Learning)</p>	<p>In class support for supporting behaviour targets/access/safety</p> <p>Playground buddies</p> <p>Small group work for anxiety/anger</p> <p>Social groups</p>	<p>Small group or one-to-one support for social skills</p> <p>Individual reward system/behaviour chart</p> <p>Reintegration programme</p> <p>Advice from Educational Psychologist/ specialist teacher</p> <p>Pastoral Support Plan</p> <p>Reduced timetable</p> <p>ELSA (emotional literacy support assistants)</p>
<p><b>Physical and sensory</b></p>	<p>Flexible teaching arrangements</p> <p>Writing slopes and pencil grips</p>	<p>Additional fine motor skills practice (Handies and Vizzies activity sheets)</p>	<p>Individual support for appropriate subjects (e.g. science, Physical Education) in class or</p>

	<p>Enlarged text          Coloured overlays          Easy grip scissors, hand hugger          pens/pencils, seating wedges, foot stool and          disco seats          Finger spacers          Manipulatives in maths          Appropriate sized furniture          Recording devices          Tweezers          Visual time table          Quiet learning environment          Bikes          Appropriate seating arrangements for needs</p>	<p>In class support for access/safety          Fidget toys          Screens          Cushions to sit on          Weighted snake          Exercise ball</p>	<p>during lunchtime          Physiotherapy and occupational therapy          programmes as advised          Use of appropriate resources (e.g. radio          aids, braille)          Advice from Educational Psychologist/          specialist teacher</p>
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