

Provision Map – Autumn 23

Name of Provision	Outcome of Provision	Type of provision: (in-class, group, 1:1)	Frequency & Duration	Delivered by	Monitoring of Impact
<b>Communication and Interaction</b>					
THRIVE	To understand and express emotions in a effective way.	1:1 Small Group Whole class	Weekly sessions Weekly sessions Daily approaches and activities incorporated into everyday learning.	Led by JMo and NK all staff delivering.	THRIVE whole class Profiles. THRIVE 1 to 1 profiles
Personalised Visual Aids and Timetables	Clear routine and structure.	In-class throughout the day.	All day every day in all classes	All staff throughout the school. led by DM (SENCo)	Ability of children to use to access learning
Accessing ICT equipment	Enhance learning of basic skills in English and Maths	In-class	Daily for different groups	Computing led by CS and NC. All staff in class.	Individual app/program monitoring systems. Pupil data including PIVATS.
Direct instruction	Individual instructions to ensure understanding	In-class	Daily when needed	All staff	Work produced Book Scrutiny/Planning
Chatty Group :	Improvement of conversational English for EAL /SEND children to	Small group	1 hour weekly	SE intervention Teacher	Work produced Productions Feedback informal observations of both

enhance learning  
in classroom

Improved  
confidence.  
Improved social  
and listening skills.

structured and  
unstructured times.

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Derbyshire Language (EYFS)	To build up early oral skills and apply to learning	Small group	Daily	All staff in FS led by NC (EYFS lead)	Data including EYFS profiles, INSIGHT data and PIVATS.
Blank Level Questioning	Improved confidence/self esteem when speaking and listening with others	Small group Individual	Daily	Class staff	PIVATS assessments pupil progress discussions. Parent voice comprehension elements of RWI assessment and benchmarking assessment.
Play Plan	Activities to target specific areas for individual development and address areas of concern	In class	Daily	All staff F/S led by NC (EYFS lead).  Staff in EP as needed led by DM and CK	Regular observation. Half termly review

LSA Support for social and curriculum access	Resilience and understanding Staying on task	In-class playtimes lunchtimes CIP sessions.	Support deployed as necessary throughout the day including structured and unstructured times.	LSA in each class as required by need.  LSA support led by TC (Head teacher)	Work produced Book Scrutiny/Planning Monitoring use of LSA LSA observations Paperwork filled in Supervisory sessions SDQ
R Room	Building up self-esteem/confidence Friendship work	1:1 1:2 Small group (up to 4)	1 hour weekly	THINC trained staff	SDQ Lego therapy specific feedback sheets Informal observations of social and communication skills. review of EHCP PSED PIVATS.
Lego Therapy	Working with others, cooperation turn taking etc. Speaking and Listening skills following instruction	1:3	30 mins x 3	LSA current training held by SR and JW planned training for JC and CS.	

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Minibus – enrichment opportunities	Experiences to enhance learning	Class or group activity.	Half termly	Class staff led by EVO coordinator AES	Planning monitored Work produced Informal observations PSED PIVATS EHCP monitoring sheets. Monitored by SENCO/SALT Consortia
Speech and Language – Consortia	Drop in sessions for staff/parents Assessment of need	1:1	As prescribed	Consortia SALT DM (SENCo) CK (EP lead)	

	Complete follow up programmes in school set by SALT				
Speech and Language Therapy with trained Therapist	Assessment of needs Production of programme LSA deliver daily sessions following therapist plan.	1:1	Weekly as and when	SALT LSA trained by SALT DM (SENCO) CK (enhanced provision lead)	Reviewed by SALT team regularly SALT team reports produced.
EMTAS	Language support for EAL children.	1:1 Small group	1 day per week.	EMTAS  JW and JH (EAL coordinators)	Work produced Data EMTAS reports and data.
EAL subject support	LSAs also trained in delivering subjects to EAL children	1:1 Small group	Daily in class support	LSA	Work produced Data CPD
Educational Psychologist - Consortia	Assessments of need for strategies to use in class. Feed into EHCP Drop In advice	1:1	1/2 child per term – needs led	Ed Psych	Reports produced Notes from Drop In sessions Consortia
SENISS for EYFS language support	Assessments of need for strategies to use in class. Feed into EHCP	1:1	2x half day sessions per term	SENNIS coordinated by DM (SENCo) and NC (EYFS lead)	Reports made by Seniss.

## Cognition and Learning

Name of Provision	Outcome of Provision	Type of provision: (in-class, group, 1:1)	Frequency & Duration	Delivered by	Monitoring of Impact
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Read, Write inc	Enhance skills in reading and writing	small group provision throughout all year groups from Rec to year 3	45 min daily	Led by JC (reading coordinator) and CE (literacy coordinator)	termly RWI assessment sheets. PIVATS reading and writing data.
RWI tutoring	To support basic literacy skills and enhance rate of progress.	1 to 1 tutoring	15 minutes daily	Led by CF and JC	RWI data PIVATS data
Fresh start	To support basic literacy skills and enhance rate of progress in KS2 learners.	1:4 group work	45 minutes daily	Coordinated by JC (Reading lead)	RWI data PIVATS data
Small group Maths intervention	Targeted support for basic Maths skills and applying to	1:6-8	1 hour daily	Class Teacher and class LSA coordinated by KA (maths coordinator and DM (SENCO)	Data PIVATS data Intervention reports

Handwriting/Fine Motor Control – start write programme	everyday problems Targeted support for basic handwriting skills	1:2	10 min each day	LSA coordinated by DM (SENCo)	Planning Book scrutiny learning walks
Precision Teaching	Repetitive to consolidate work in class – sent home	1:1 1:2	20 min x 3	LSA coordinated by DM (SENCo)	Book scrutiny Feedback learning walks.
Accessing ICT equipment	Use of MacBook to access writing activity use of specialist ipad,	In class	Daily as needed	Monitored by class teacher	Ipad MacBook

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Ipad apps to consolidate learning IDL app	Targeted reading and writing intervention to consolidate phonic use and spelling	In class – target groups	10-15 mins daily	Monitored by class teacher and CE (English lead)	Reports from programme
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Talking Partners	Enhance speaking and listening skills	In class	Daily	Monitored by class teacher.	Lesson obs Planning informal observations pupil progress discussions learning walk.
Colourful semantics	To encourage confident and correct use of sentence structure in speech, reading and writing.	whole class activity (EP and Year 1) small group or 1 to 1 work MS Y2-6.	3x weekly	Monitored by DM (SENCO) delivered by class teacher and LSAs.	Lesson obs learning walk work in books PIVATS assessment INSIGHT data Pupil progress meetings EHCP monitoring
LSA Support for curriculum access	Resilience and understanding Staying on task	In-class	Daily as needed	LSA in each class deployed as needed  LSA support overseen and deployed by TC (Head teacher)	LSA Work produced Book Scrutiny/Planning Monitoring use of LSA LSA observations LSA observations Data
LSA Support to meet individual need	Independence Access curriculum	1:1	Daily	LSA	LSA observations Data
SENISS for Learning Support	Assessments of need for strategies to use in class. Feed into EHCP Drop In advice	1:1	2x half day sessions per term	SENNIS	Reports made by SENISS staff.
Educational Psychology	Assessments of need for strategies to use in class.	1:1	1 child per term	Ed Psych	Reports produced Notes from Drop In sessions

EMTAS	Feed into EHCP Drop In advice Language support for EAL children	1:1 Small group	1 day per week	EMTAS JW and JH (EAL coordinators.)	Work produced Data EMTAS
Alternative Curriculum – EYFS skills/Class 7	Modification of curriculum to meet individual needs	In class	Daily	CK (EP lead) DM (SENCo) class teachers.	Planning Data Book scrutiny Learning walks Pupil voice collected.
Attention autism	Work on basic attention and interaction and cooperation skills.	1-1 (mainstream provision)  small group (EP provision)	Daily	Led by NC (EYFS lead) D.M (SENCo) CK (EP lead)	PIVATS assessment EYFS assessment. informal observations.

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#### Social, Emotional and Mental Health

Name of Provision	Outcome of Provision	Type of provision: (in-class, group, 1:1)	Frequency & Duration	Delivered by	Monitoring of Impact
Zones of regulation	To encourage awareness of their own feelings and how to manage these effectively.	whole class. 1:1 support for activities.	1/2 hour weekly teaching. integrated throughout the school day including playtimes and unstructured time.	all staff in class. coordinated by DM (SENCo)	Reduced behavioural incidents Cpoms. PSED PIVATS EHCP monitoring.



THRIVE	To understand and express emotions in a effective way.	1:1 Small Group	twice daily check in. Daily	All staff Led by NK (family support worker) and JMo (Mental health and well-being lead)	Whole class and individual THRIVE Profiles Cpoms reduction in significant incidents. Learning walk for behaviour and well-being.
Anxiety Reducing Equipment	Relieve stress situations - stress balls/fidget toys etc	In class	Daily – when needed	Reduction in stress related incidents	Learning walk for behaviour and well-being. Pupil and parent voice collected. Targets on one0page profiles and play plans.
R Room	Building up self-esteem/confidence Addressing SEMH issues	1:1 1:2-3	45 mins per week	Teacher/LSA	Paperwork Feedback SDQ data
Self-esteem group	Building up self-esteem/confidence Addressing SEMH issues	1:6	1 hour per week	LSA	Feedback SDQ data
Lego Therapy	Working with others Collaboration	1:3	30 mins x 3	LSA	Feedback sheets Records

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Seedlings	Building up self-esteem/confidence Addressing SEMH issues	1:1	1 hour per week	CAMHS worker	Feedback SDQ data
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Well Being sessions	Working with parents Building up self-esteem/confidence Addressing SEMH issues Giving appropriate strategies	1:1	1 hour per week	Juilet Awning	Reports SDQ data Reviews
Educational Psychology Service	Working with parents Assessments of need for strategies to use in class. Feed into EHCP Drop In advice	1:1	1 child per term	Ed Pscy	Reports produced Notes from Drop In sessions
Counselling Sessions – bereavement	Building up self-esteem/confidence to discuss feelings Addressing SEMH issues linked to grief	1:1	1 hour per week	Professional Teacher/LSA	Feedback
Child Psychologist sessions	Building up self-esteem/confidence Addressing SEMH issues	1:1	1 hour per week	Private Psychologist	Feedback
School Family Link Worker	Self esteem/confidence building sessions Well-being and mental health Working with parents and children	1:1 1:2 Small group	As needed	NK	Feedback

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Home school link officer	Supporting families in accessing support for their understanding of their children needs and improving their own skills so their are able to support their children	1:1 1:2 Small group	As needed	NK	Feedback
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Sensory/Physical Needs

<b>Name of Provision</b>	<b>Outcome of Provision</b>	<b>Type of provision: (in-class, group, 1:1)</b>	<b>Frequency &amp; Duration</b>	<b>Delivered by</b>	<b>Monitoring of Impact</b>
Fine Motor Skills Group	Targeted support for basic handwriting skills	1:2	10 min each day	Overseen by DM (SENCo) Led by LSA	Planning Book scrutiny learning walk Pupil progress meetings
Radio Aids	Access to lessons using receiver and FHM	In class	Daily	Teacher/LSA	Access to curriculum learning walk pupil progress meetings
Palm Massage/Peer Massage	Calming technique to ensure learning can happen	In class 1:6	as needed 1 hour per week	LSA x 2	Reduction in significant incidents recorded in CPOMS. Learning walks Pupil and parent questionnaires.
Accessing ICT	Increased access to curriculum	1:1 in class 1:6	as needed	LSA to support	Access to curriculum learning walk pupil progress meetings
Physical Adaptation Equipment	Use of equipment to make work accessible – sloping desk	In class	as needed		Access to curriculum learning walk pupil progress meetings
Sensory Service – support workers for individuals	Targeted support to consolidate learning	1:1	Sessions arranged on a child by child basis	Sensory service LSA trained and supported by sensory service. Class teacher CK (EP lead) DM (SENCo)	Reports from sensory service EHCP Reviews PIVATS data INSIGHT data Pupil voice

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Ear defenders available in every classroom	Limit noise distraction	1:1	Daily	Maintained by class teacher and SENCo, TA and class teacher to encourage independent use where possible.	Reduction of distress in situations CPOMs learning walk pupil voice parent voice.
Sensory tent and equipment	Use to supplement sensory diets and sensory breaks	1:1 1:3	Daily	In class staff maintained by DM (SENCo)	Reduction of outbursts/Pre-empting triggers
Sensory Boxes/Sensory Equipment	Calming technique to ensure learning can happen	In class	as needed	Organised and distributed by JMo (Mental health and well-being lead) LSA to support CT monitor	Access to curriculum Reduction in outbursts Pre-empting triggers
Sensory toys	Identified individuals In class strategy	Individual	As needed		Access to curriculum Reduction in outbursts Pre-empting triggers
Sensory breaks	Identified individuals In class strategy to ensure readiness to learn	Individual	As needed	CT monitor	Access to curriculum Reduction in outbursts Pre-empting triggers
Sensory Circuits	Identified individuals Sensory diets implemented	Individual/ small group	As needed - daily	CT and DM(SENCO)review	Sensory diet reviewed
Home school link officer	Supporting families in accessing support for their	As needed	NK & SLT		

understanding of  
their children needs