

St. Margaret's CEVA Primary School Provision Map

(possible provisions dependent on cohort, capacity and staff training)

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	Wave 1 (whole class)	Wave 2 (small group)	Wave 3 (1:1 or specifically targeted)
Cognition and Learning	<p>Numeracy Additional resources e.g., number cards / Numicon /Dienes Additional support on key skills Practical and multi-sensory activities available for all</p> <p>Literacy Differentiated phonics High frequency words Additional resources e.g., Writing frames/word banks Staged reading scheme Daily reading and writing opportunities Alternative recording methods Letters and sounds</p>	<p>Numeracy Small group work Additional classroom support in numeracy Numeracy intervention (planned or reactive) KS2 booster Precision Teaching</p> <p>Literacy Alternatives to written recording Extra classroom / group support in literacy Literacy intervention (planned or reactive) Phonics intervention (group) Reading buddies Pre-teaching Over-teaching KS2 booster TRUGS Precision Teaching</p>	<p>Numeracy Daily classroom support in numeracy 1:1 Individualised planning / targets Nurture group provision Numicon Precision Teaching</p> <p>Literacy 1:1 Daily classroom support in literacy and other lessons Individualised planning 1:1 reading ILI (Individual Literacy Intervention) Precision teaching</p>
Communication and Interaction	<p>Wave 1</p>	<p>Wave 2</p>	<p>Wave 3</p>
	<p>Chunking instructions Use of visual aids and prompts Pre tutoring on topic vocabulary cards/pictures STC (signs and symbols) Visual timetables</p>	<p>Talk Boost NELI SaLT Programme Language Skills Group Lego</p>	<p>Pre-Tutoring Vocabulary Individual Visual Timetable Individual Work Station 1:1 speech and language programme via Speech and language therapist Nurture group provision</p>
Social, emotional and mental health	<p>Wave 1</p>	<p>Wave 2</p>	<p>Wave 3</p>
	<p>PSHE lessons Circle time Rewards and sanctions (linked to behaviour policy) Class visual timetable Visual timers Playground buddy Buddy / role model Circle Time Well Done Assembly House points School Council Extra-curricular activities SEAL Forest School Apples and Leaves Well Done certificates</p>	<p>Access to ELSA Meet and greet time first thing after play etc. Small group circle time Increased 1 to 1 time with adult Additional group work using games Regular liaison with parents Circle of friends Buddy System Worry monster/box THRIVE/Boxall assessment Lego</p>	<p>At least 60% TA support – Additional play/lunchtime support Flexible /differentiated curriculum Specific programme of support One Page profile Personal Support Plan (PSP)/Behaviour Plan 1 to 1 planned support strategies Nurture group provision ELSA PFSA support Home/School diary Individualised reward system Outreach support Educational Psychology</p>
Sensory and physical	<p>Wave 1</p>	<p>Wave 2</p>	<p>Wave 3</p>
	<p>Handwriting lessons Planned activities including PE lessons Fine motor control activities as part of class provision</p>	<p>Small group handwriting Co-ordination exercises Fidget resources Sensory diet/box</p>	<p>1:1 coordination prog. via occupational/physio therapy Individual sensory aids (weighted bag, light therapy, wobble board) Nurture group provision</p>

	Access to equipment (e.g., Pencil grips, thick pencils, slopes, left-handed pens, cushions, line guides, non-slip rulers etc.) Right & left scissors Coloured overlays/reading rulers Swimming from Year 2 Wake & Shake PE / sports clubs available for at least 2 hours weekly	Handwriting/fine motor skills programme Dough Disco	Toilet support Theraputty/hand gym
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Glossary:

Numicon- Numicon is an approach to teaching maths that helps your child to see connections between numbers. It supports your child as they learn early maths skills in nursery and primary school. It is a **multi-sensory** way of learning, which means your child learns by seeing and feeling.

Physical resources like the colourful **Numicon Shapes** are an important part of Numicon. The holes in the Numicon Shapes represent the numbers 1 to 10. When they are arranged in order, as in the picture below, children can easily see connections between numbers, such as 'one more' or 'one less'.



Dienes- Dienes are wooden or plastic cubes, rods and flats used to support children basic maths. Dienes are used by students when learning mathematical concepts such as addition, subtraction, number sense and place value.



Dienes are also called base ten blocks or multi-base arithmetic blocks.

KS2- Key Stage Two- children in Years 3 to 6

1:1- Adult working with one child only

PE- Physical Education

One Page Profile- A one-page profile is a simple summary of what is important to a child or young person and how they want to be supported. It can help them get more person-centred care and support to achieve their goals.

A one-page profile captures all the important information about a person on a single sheet of paper. Information is recorded under three or four simple headings, for example:

What people appreciate about me

What's important to me

How best to help and support me

My goals and wishes for the future

SEAL- Social and Emotional Aspects of Learning programme. There are five main areas that fall under the SEAL banner:

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

Over-teaching- Over-teaching refers to practicing newly learnt skills beyond the point of initial mastery. Essentially it is continued practise after a child has mastered a skill.

Precision Teaching- Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.

PFSA- Parent and Family Support Advisor- A Parent and Family Support Advisor or PFSA is someone who works in school providing help for parents and families. They support parents with some of the everyday problems that they might be having with their children so that the children are happy to attend school and engage in their learning.

ELSA- ELSAs are Emotional Literacy Support Assistants. They are teaching assistants who have received specific additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.

TA- Teaching Assistant

PSHE- Personal, Social, Health Education

Nurture- Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate.

STC- Somerset Total Communication. Use of Inclusive Communication strategies can help everyone including those with a wide range of communication and learning requirements.

NELI- The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.

SaLT- Speech and Language Therapy

THRIVE- The THRIVE Approach to social and emotional wellbeing. Thrive's vision is of a world in which children's social and emotional needs are better understood and met.

Created to support this vision, the Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

Boxall Assessment- The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education.

TRUGS- Teach reading using games. This is a structured card games intervention that combines fun playing card games and decoding words. A great way to improve phonics knowledge.

Wake and Shake- Wake and Shake engages children as they discover a series of easy to learn dance movements carried out to lively music. This usually takes place in the morning.