



Provision Mapping Langshott Primary School

Area of Need	Wave 1 (high quality provision for all children)	Wave 2- enhanced group support	Wave 3- high intensive support
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to ICT Outdoor and indoor opportunities Books- library visits Music, dance, cross curricular activities At least 50% TA in class support Task boards Timers and chunked breaks	Small group support with teaching assistant/ teacher (2/3 times a week x 15 minutes) Reading recovery approach (additional things to take home) Individual tuition (twice a week) ELS (5 times a week x 15 minutes) Precision teaching (5 times a week x 10 minutes) Fisher family trust write away together (1:4 twice a week) Pre and post teaching in Maths and English	Educational psychology sessions Community paediatrician involvement Intensive reading support (double reads/ double phonics 5 times a week x 10 minutes) Project X code (1: 3 4 times a week) FFT Wave 3 intervention (twice a week)
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines	In class support with focus on supporting speech and language (daily, 1:4, TA) Talking Partners ELSA Language concept groups with TA	Speech and Language support (3 x weekly, 1:1 speech therapist and/or TA) Input from Autism Outreach team Play therapy from CAMHS services

	<p>Children's newsletter (extending to primary school)</p> <p>Pupil voice and School council</p> <p>Circle times and PSHCE</p> <p>Books/flash cards- curriculum newsletters in their native language.</p>	<p>ELS</p> <p>Oracy</p> <p>EKLAN</p> <p>Self Esteem – Talk about for Children</p>	<p>REMA services with a bilingual speaker</p> <p>ELSA where more intensive sessions are required</p>
Emotional, Behavioural and Social	<p>Whole school behaviour policy</p> <p>STAR points</p> <p>Whole school / class rules</p> <p>Class reward systems</p> <p>Circle Time</p> <p>Good learning assemblies- wishes in the wish pot</p> <p>Health for Life</p> <p>Consistency of rules</p> <p>Play leaders/School council, ELSA, role play.</p> <p>Learning folders</p> <p>Behaviour reflections for KS1 and KS2</p> <p>Lunch time clubs for vulnerable children/ quiet space for children with behavioural difficulties</p>	<p>Small group Circle Time</p> <p>Social Skills groups</p> <p>Focussed circle time groups to develop social awareness</p> <p>ELSA</p> <p>Behaviour plans- with SMART targets</p> <p>Reward charts and individual visual timetable</p> <p>Self Esteem – Talk about for Children</p>	<p>Individual counselling (2 x weekly or as appropriate)</p> <p>Play therapy</p> <p>Behaviour support services</p> <p>CAMHS services supporting child</p> <p>Home- school links used consistently</p> <p>ELSA</p>
Sensory and Physical	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairments, allergies, learning needs.</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Appropriate lighting, temperature, seating, tables and equipment</p>	<p>Brain gym exercises (daily, x 5 min, CT)</p> <p>OT- resource pack activities (x 2 a week x 10 minutes)</p> <p>Small group fine and gross motor skills (twice a week x 15 minutes)</p> <p>Additional handwriting practice</p> <p>Keyboards adapted for children</p>	<p>Individual support in class during PE and lunch time</p> <p>Physiotherapy programme (daily x 15 min, 1:1, TA)</p> <p>Access to laptop with larger keyboard letters</p> <p>Occupational therapist involved</p>

	Outdoor and Indoor learning for all children Visual aids Gross and fine motor activities Playtime, PE times Climbing equipment		with child PSSS teacher involved with child Specific support with ICT 1:1 sessions Access to ICT support from the Physical Sensory support services.
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