



St Mary's Catholic Primary School, Knaresborough
A voluntary academy

Whole School Provision Maps

Provision Map: Social, Emotional and Mental Health <i>Anxiety, depression, attachment disorder and ADHD / ADD</i>		
All pupils will have... <i>Universal provision/Adaptive Teaching</i>	Some pupils will have... <i>Targeted Provision</i>	A few pupils will have... <i>Specialist/ Highly Personalised Provision</i>
• Quality first teaching • Consistent approach by adults • PSHE Curriculum • Staff trained in safeguarding • Reward system including house points, certificates, marble jar • Pre-registration soft start to the day (08:45 - 08:55 arrival) • Brain breaks • Monitoring of incidents (CPOMS)	• Worry Box/feelings box • Social/Nurture Group • Alternative soft start activities: morning check in • Playground monitoring • Buddy system • Home/school communication system • Organisational reminders • Allocated seating • Additional movement/sensory breaks • Regulation strategies embedded throughout the day • Predictable routines and preparation for change • Calm/low-arousal adult responses • Access to a regulation/calming space • Individual regulation plan • Transition planning • Anxiety mapping / identifying triggers • Individual check-in/check-out • Reasonable adjustments to demands where appropriate	• Sensory resources • Access to quieter areas in class • Person centred tools • Key adult • 1:1 Zones of Regulation work • Social stories • Comic strip conversations • Individual timetable • Risk assessment • Temporary, individualised timetable/reintegration arrangements, agreed and regularly reviewed with parents and relevant professionals • External support including: School nursing service, Early Help, CAMHs • EBSA support plan where appropriate • Reintegration plan following periods of absence



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Provision Map: Sensory and Physical needs <i>Visual impairments, hearing impairments, physical disabilities and sensory disorders</i>		
All pupils will have... <i>Universal provision/Adaptive Teaching</i>	Some pupils will have... <i>Targeted Provision</i>	A few pupils will have... <i>Specialist/ Highly Personalised Provision</i>
• Quality first teaching • Regular handwriting practice • Regular fine motor activities (KS1) • Pencils and scissors tailored to their needs • Brain breaks • Opportunities for outdoor learning • Broad PE Curriculum • Consideration of sensory needs within the classroom environment • Appropriate seating and positioning • Alternatives to handwriting where appropriate • Accessible classroom organisation	• Fine motor skills intervention • Additional gross motor skills activities • Support during PE • Wobble cushion • Pencil grip, triangular pencil, pencil with grooves • Additional movement/sensory breaks • Access to quieter areas in class • Fiddle toys • Resistance/kick band • Sensory resources • Sensory circuits where appropriate	• Specialist equipment • Ear defenders • Weighted blanket • Writing slope • 1:1 support for PE/adapted PE provision • Enlarged/adapted texts • Risk assessment • Support from outside agencies • Programme of support planned by outside agency (delivered by school staff) • Individual sensory profile • Individual sensory regulation plan • Occupational Therapy recommendations/programmes • Physiotherapy programmes • Alternative recording methods • Assistive technology • Adapted curriculum/equipment for physical access • Individual evacuation arrangements/PEEP where required



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Provision Map: Communication and Interaction <i>SLCN and ASD (Social use of language)</i>		
All pupils will have... <i>Universal provision/Adaptive Teaching</i>	Some pupils will have... <i>Targeted Provision</i>	A few pupils will have... <i>Specialist/ Highly Personalised Provision</i>
• Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (differentiate as necessary) • Marking relevant to pupils • Reduced verbal overload / concise instructions • Vocabulary explicitly taught • Processing time before expecting a response • Visual support alongside verbal information • Adults checking understanding rather than simply asking "Do you understand?" • Predictable transitions and routines	• Socially speaking group • Speaking and Listening intervention • Playground support/monitoring • Buddy system • Organisational reminders • Pre teaching - vocabulary/concepts • Visual prompts • Communication cue cards • Individual visual timetable • First/then or now/next support • Emotion/communication scales • Targeted receptive/expressive language activities • Supported transition between activities/environments • Small-group social communication work	• PECs • Makaton • Now and Next board • Time out card/ personal traffic lights • Choice to work independently or with partner / in a group • Mind mapping • Visual cues • Social stories • Comic strip conversations • Lego Building Therapy • Nurture group • Support from outside agencies including SALT • Programme of support planned by outside agency (provided by school staff) • Individual communication profile/passport • Individualised communication system • SALT programmes delivered and reviewed as advised • Highly personalised visual structure • AAC where recommended



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Provision Map: Cognition and Learning <i>General Learning Difficulties / SpLD</i>		
All pupils will have... <i>Universal provision/Adaptive Teaching</i>	Some pupils will have... <i>Targeted Provision</i>	A few pupils will have... <i>Specialist/ Highly Personalised Provision</i>
• Explicit teaching and modelling • Learning broken into manageable steps • Worked examples • Scaffolded tasks and resources • Retrieval and opportunities for overlearning • Key vocabulary explicitly taught and revisited • Concrete and visual resources available as appropriate • Checks for understanding throughout lessons • Flexible grouping • Additional processing/thinking time • Instructions chunked and repeated where necessary • Accessible classroom displays and working walls • Appropriate use of assistive technology	• Phonics intervention • SpLD phonics programme • Numicon intervention • Literacy intervention • Reading intervention • Spelling intervention (SpLD) • Visual prompts and resources • Organisational reminders • Non-negotiable reminders • Now/next board • Task planners • Additional processing time (accounted for in assessments) • Targeted adult support	• Differentiated curriculum • Individual interventions • Specific resources: recommended by outside professionals/assessments • Tinted paper / coloured overlays • Scribe • Regular access to ICT • Touch typing practice • Individualised phonics/spelling mats • Pre-teaching • Individual assessment arrangements • Support from outside agencies