



BURNT TREE PRIMARY SCHOOL WHOLE SCHOOL PROVISION MAP

Area of Need	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>	<u>Outcomes</u>
	PROVISION			
Cognition & Learning	<p>High quality inclusive teaching supported by effective whole school policies and frameworks. Teaching is planned to move all learners from where they are to where they need to be.</p> <ul style="list-style-type: none"> • Quality first teaching. • Differentiated curriculum. • Differentiated delivery. • Differentiated questioning. • Differentiated outcome. • Regular progress tracking/meetings and adaptation of lesson content, delivery and resources. • Increased visual aids. • Visual timetables. • Writing frames. • Word banks/word mats. • Pictorial Support/Illustrated dictionaries. • Practical resources e.g. Number lines, 100 squares, Numicon, Base 10 etc. • Practical learning. 	<p>Provision is designed to increase rates of progress and secure learning for groups of learners that enables them to be on track/meet/exceed national expectations. This is usually in the form of interventions and small group support. Support can occur outside whole class lessons or as part of guided work.</p> <ul style="list-style-type: none"> • Booster groups. • Fast track phonics interventions. • Group support in English. • Group support in Mathematics. • Precision teaching programmes. • Reading/Comprehension interventions. • Mathematics interventions. • Sandwell Skills Ladders. 	<p>Provision is high quality personalised teaching and learning. Expectations are to accelerate and maximise progress, delivering a very structured programme over a period of time. Support occurs inside and outside the classroom.</p> <ul style="list-style-type: none"> • In class 1:1 support. • Involvement from Sandwell Inclusion Support – Educational Psychologist, Specialist Teachers for Learning and Social, Emotional and Mental Health and Complex Communication and Autism Team. • Engagement Model. • PECS. • Precision Teaching Programmes. • Support for transition. • Individualised/modified timetable. 	<ul style="list-style-type: none"> • Increased access to the curriculum and learning. • Increased retention of key instructions and information. • Improved engagement and desire/motivation to learn. • Able to apply strategies of what to do when unsure or unclear about learning. • Able to predict/recount content of lesson. • Ability to work independently. • Able to record information in a variety of ways. • Increased confidence and self-esteem. • Reduction in anxiety. • Decrease in number of frustrated and/or aggressive behaviours. • Improved listening and attention. • Increased self-confidence and self-esteem. • Improved social inclusion.



	<ul style="list-style-type: none"> • Pre-teach and post teaching concepts. • Individualised provision. • Differentiated homework. • Regular progress tracking/assessments. • LSP support. 			<ul style="list-style-type: none"> • Improved progress and attainment.
Communication & Interaction	<ul style="list-style-type: none"> • Quality first teaching. • Structured school and class resources. • Differentiated curriculum delivery. • Visual timetables/Now and next. • Use of pictures and symbols. • Simplified language. • Widget (Communication in Print). • Colourful Semantics. • Regular progress tracking/assessments. • LSP support. 	<ul style="list-style-type: none"> • Wellcomm intervention. • LSP Speech and Language support. • Whole staff CPD training on Speech and Language. 	<ul style="list-style-type: none"> • In class 1:1 support. • Involvement from Sandwell Inclusion Support – Educational Psychologist, Specialist Teachers for Learning and Social, Emotional and Mental Health and Complex Communication and Autism Team. • Involvement from Speech and Language/Speech and Language Intervention. • Engagement Model. • Engagement Model. • PECS. • Makaton. • Precision Teaching Programmes. 	
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Whole school policy for behaviour. • Whole school and class reward system. 	<ul style="list-style-type: none"> • Task breakdowns. • Emotion Coaching. • Mentoring. • Nurture. 	<ul style="list-style-type: none"> • In class 1:1 support. • Involvement from Sandwell Inclusion Support – Educational Psychologist, 	<ul style="list-style-type: none"> • Whole school practice that is positive and restorative and aids resolution of conflict peacefully. • Pupils who feel safe in school.



	<ul style="list-style-type: none"> • Whole school and class rules. • Reward charts. • PHSCE – Jigsaw. • Circle time. • Enrichment time. • Individualised provision. • Emotion Coaching. • Mindfulness. • Buddy System. • Pupil Leadership Support. • Support from teaching, pastoral and support staff. 	<ul style="list-style-type: none"> • Support from teaching, pastoral and support staff. • Individualised targets and strategies. • Individual Behaviour plans. • Behaviour targets and strategies. 	<p>Specialist Teachers for Learning and Social, Emotional and Mental Health and Complex Communication and Autism Team.</p> <ul style="list-style-type: none"> • 1:1 with Family Support Worker. • Referrals to other outside agencies e.g. Reflexions etc. • LSP support during unstructured times. • Social skills/co-operative play small group with LSP. • Support for transition. 	<ul style="list-style-type: none"> • A sense of belonging. • Improved staff confidence in managing behaviour and challenges. • Reduced risk-taking behaviour. • Confident and resilient learners. • Emotionally aware pupils who can self-regulate. • Pupils with a positive perception of self. • Positive engagement and participation in learning. • Increased levels of independence within pupils. • Positive social interaction and relationships with others resulting in improved friendships and relationships. • Pupils work collaboratively and independently.
Sensory/Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Curricular activities suitable for all. • Extra-curricular activities suitable for all. • Teacher awareness of Sensory and Physical Impairment. • Classroom placement considerations. • Availability of resources. • Individualised provision. 	<ul style="list-style-type: none"> • Letter formation and fine motor skill activities. • Medical plans. • Enlarged print resources. • Member of staff responsible for First Aid. • Sensory breaks. • Hearing impaired and visually impaired support. • Sensory box/snacks. • Brain breaks/brain gym. 	<ul style="list-style-type: none"> • In class 1:1 support. • Involvement from Sandwell Inclusion Support – Educational Psychologist, Specialist Teachers for Learning and Social, Emotional and Mental Health and Complex Communication and Autism Team. • School Nurse: Advice, assessment and/or intervention. 	<ul style="list-style-type: none"> • Increased/equal access to the curriculum. • Improved access to learning, can predict/recount content of lesson. • Improves social inclusion. • Ability to work independently. • Managing own physical needs independently. • Improved self-esteem and social/emotional development. • Increased confidence approaching new situations leading to better participation.



- Handwriting lessons.
- Support from teaching, pastoral and support staff.
- Medical Policy and Procedures.
- Fine motor exercises.
- Fidget tools.
- Pencil grips.
- Workstation.

- Physiotherapy and Occupational Therapy input.
- Specialist equipment and adaptations to the environment.
- Individualised Physical exercise programme.
- Disabled toileting.
- LSP support during unstructured times.
- Specialist LSP/Whole staff training.
- Care plan.
- Risk assessments.