

**WEAVERS ACADEMY PROVISION MAP**

<b>Area of Need</b>	<b>Wave 1</b> <b>Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN</b>	<b>Wave 2</b> <b>Provision that is 'additional to and different from' managed by the SEND/ Inclusion Team</b>	<b>Wave 3</b> <b>Support specifically linked to an individual's targets, managed by SENDCo</b>
<b>Cognition and Learning Needs</b>	Teacher individual targets Class rules, rewards and sanctions Key Word lists Coloured overlays/paper Opportunities for speaking and listening Writing Frames Mini whiteboards Multi-sensory teaching Task broken to small chunks Pair work/teamwork: Think pair share Modelling Learning Mats Memory techniques Colour coded activities (RAG) Whiteboard resources printed as handouts. Alternative methods of recording other than writing allowed and encouraged. Dictionaries and thesauruses available. Seating plans	Small group activities Individual; teaching In class support Booster lessons/drop in sessions Specialist assessment Visual timetables Small group English/ Maths Reading in class minimised. Where needed, it should be given in advance to enable preparation. Access to high interest/low readability books. Access to text/books provided orally. Use of appropriate ICT, tablet/ laptop Extra time given to complete assessment. Reduced workload allowed for class work and homework Practising with a scribe Printing off homework for students without ICT at home Dyslexia Screeners Dyscalculia Screeners	Individual intensive teaching Intensive AL support 60-90% Talking Partners External Agency involvement The AL Hub Read, Write, inc Individualised Literacy Intervention (ILI) Intervention to increase fluency in phonics and reading e.g precision teaching Text to speech and speech to text software Touch typing/handwriting Access arrangements for exams – laptop, extra time, rest breaks, a reader, separate room Annual Reviews Fresh Start Lexonik Lexonik Leap SAM Learning/ MyTutor
<b>Communication and Interaction needs</b>	Differentiated curriculum planning Simplified language Visual aids Modelling Structured routines Verbal instructions and information backed up by visual support Parts of the lesson to be recorded using voice recorder function Time given to formulate answers in class Lesson menu card Multi-sensory approach Demonstration; listen; read; record	Use of symbols Visual timetable In class support with speech/language focus 40% Student to have the opportunity to repeat and summarise what has been taught. Use of Dictaphone for recording and recall Directed questioning with ALM Friendship Group 8	1:1 Speech & Lang Programme Social use of language Group Visual timetable/instruction cards Lunchtime/break club Nurture EAL intense program/ EAL Proficiency in English The Prince's trust RAG cards Selective Mutism Workshops
<b>Social, Emotional and Mental health.</b>	Seating plans Positive support/praise Whole school approach Class rules Class reward system Parent links Mindfulness cards Zones cards as reference Time-out for re-regulation	Zones of Regulation Restorative Justice AL Hub group support Alternative Curriculum Parental Contact AL Hub Base Quiet room/place Stress ball Thrive Group	Teacher time 1:1 Parental contact Alternative Curriculum Restorative Justice Social Skills Lunchtime/Break club Quiet room/place Individual mentoring Thrive Individual
<b>Sensory and/or Physical needs</b>	Individualised resources e.g. <ul style="list-style-type: none"> <li>▪ Writing slopes</li> <li>▪ Pencil grips</li> <li>▪ Use of appropriate fonts and font sizes</li> <li>▪ Hearing/visual aids and equipment</li> </ul>	OT programmes Alternative recording Additional handwriting Touch typing	Physiotherapy support/ Coordination Club Individual support for PE specialised programme Individual free time support Assistance to move around site