

Example of a Provision Map

Name of Child:

SEN EAL PP

Autumn, Spring, Summer Term 2021/2022 MOSS SIDE PRIMARY SCHOOL

AREA OF NEED	High Quality Teaching (all pupils)	Intervention (to address specific, assessed needs)			Highly personalised (provision that is significantly different from and additional to)
COGNITION AND LEARNING COMMUNICATION AND INTERACTION SOCIAL, EMOTIONAL AND MENTAL HEALTH SENSORY AND/OR PHYSICAL NEEDS	-Visual timetable -Clear routines -Seating plan -Differentiated curriculum (activities/delivery/outcome) -use of visuals, checklists, word banks, scaffolding to support learning -differentiated questioning and language use -Talking Partners -Group work -TA support -Home/school spelling practice: differentiated spelling groups and individualised spellings -Home/school reading expectations: differentiated and individualised -Reward systems and motivation strategies: differentiated and individualised	Assessment and Entry Criteria	Intervention	Exit criteria	Support plan in place detailing personalised provision with adult support provided by:  -Speech and Language Teaching Assistant -SEN Teaching Assistant -Family Support Coordinator -SENDCo -Speech and Language Therapist -Children and Family Well Being Service -Physiotherapist -Occupational therapist -CAMHS -Specialist Teacher -Educational Psychologist -Play therapist -School nurse -Community Safety Constable
		Not achieving at expected level for number	5 minute number box Daily with teaching assistant Number Shark Independent work daily	8 week reviews. Targets met.	
		Maths: below expected Intervention assessment sets targets.	Bespoke Maths Intervention 3xweekly small group with Teaching assistant	8 week reviews. Targets met.	
		Speech and Language Concern following TALC assessment. Personalised target set following assessment	Blank Levels In group 4x per week with Speech and Language TA Colourful Semantics In group 4x per week with Speech and Language TA	10 week reviews	
		Speech Production observations	Mighty Mouth 2x weekly 30 mins with TA	6 weeks review	
		Motor Skills checklist	Fizzy Motor Sills Programme -3xweekly (individual or small group) -with Karen or TA	Half term review	
		Social, Emotional and Communication skills checklist. Analysis of think sheets.	SEAL Time 2x weekly 30 mins with Karen or TA	Half term review	
		Social, Emotional and communication skills checklist.	Ginger Bear 1xweekly small group 30 mins	Half Term review	
		Phonics - below expected	5 minute literacy box Daily with TA Bespoke phonics intervention Daily with TA Fast Track Phonics 3xweekly small group with TA	8 week reviews	
		Poor fluency, not making expected progress	Daily additional reading With TA 1:1		

Highlight which of the broad areas of need is a primary concern. Highlight interventions child involved with. Highlight which term. Highlight if SEN, EAL and/or PP