



The Holy Family Catholic Primary School Provision Map

This Provision Map outlines the range of support as needed by the pupils in our school and is subject to budgetary constraints. This Provision Map is correct as from September 2024 and may be subject to change. It will be reviewed annually.



Waves of Intervention

- **Wave 1** is about what is on offer for all children: the effective inclusion of all pupils in 'Quality First' personalised teaching.
- **Wave 2** describes targeted small group intervention for pupils who will benefit from a structured short-term programme, possibly delivered by a teaching assistant working with a teacher. The aim of this kind of intervention is to help the pupils make accelerated progress.
- **Wave 3** is about intervention for children for whom quality teaching and Wave 2 programmes are not enough. They may need more intensive programmes, involving more individual support or specialist expertise.

Cognition and Learning

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Quality First teaching and Teaching Assistant support • Careful assessment and monitoring of all children • Focused groups. Termly tracking progress reports. • Visual time tables • Differentiated tasks • Structured reading programmes • Reading partners and volunteers • Writing Toolkits • Group Support in class • Individualised targets • Immersive Curriculum days, such as KS1's Airport Day and KS2's Victorian Hospital • Use of ICT including timetabled use of iPads. • Use of 'The Space' – a specialist 4D immersive suite • Trips to outside settings such as Brooklands Museum, Wisley Gardens 	<ul style="list-style-type: none"> • Appropriate assessment and tailored strategies by SENCo • 'Now and Next' boards • Additional writing support groups such as Rapid Writing • Additional maths support groups such as Hands on Maths • Additional reading support groups such as Tracks Literacy • Targeted phonics support groups Little Wandle • Additional spelling support groups such as Spelling Shed and Tracks Spelling • Tasks Boards • 1:1 target work • Provision monitoring • Support programmes to meet individual need including pre-and post teaching. • In class adult support. 	<ul style="list-style-type: none"> • Individual support where appropriate, through directed LSA time • Half termly use of YARC reading assessments and Helen Arkell spelling assessments • 1:1 Tracks literacy support. • Coloured filters to support dyslexic learners • Targeted transition between year groups • Where appropriate individual arrangements and exam concessions for tests and SATS • Provision Maps discussed and agreed with parents • Suggested strategies to support at home. • Regular contact with parents and professional agencies to support individuals. • Curriculum adaptations

<ul style="list-style-type: none">• Visits from museums and workshop providers, such as Chertsey Museum and Perform• • Interactive displays and working walls• Promotion of Independent learning skills• Supportive relationships• Regular parent consultations		<ul style="list-style-type: none">• 1:1 support and focused groups to meet need.
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Communication and Interaction

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Instructional language simplified and repeated when necessary. • Language rich environments • Visuals used to support teaching and learning • Modelling of appropriate language by staff • Appropriate time to process information • Auditory/visual memory skills teaching • Mind Maps • Talk Partners • Frequent class and group discussion 	<ul style="list-style-type: none"> • Differentiated instructions given in smaller steps with increased processing time where necessary • Teaching listening skills through specific activities and games • Lego Therapy to support communication and social skills • Pre-teaching vocabulary through interventions such as Word Aware • Sequencing activities to support sentence structure and understanding • Communication programmes such as Time to Talk 	<ul style="list-style-type: none"> • Personalised visual timetables/ schedules • Now/ next boards • Referral to and support from outside agencies where appropriate (EP, SALT, LLS, Freemantles) • Individual support for Speech and Language targets as directed by therapists • Targeted social stories for new experiences • Use of sound buttons to record thinking and for following instructions • Individualised task boards with broken down steps • ISP targets reviewed and discussed with parents • SALT support and interventions followed up by LSA.

Sensory and Physical

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Lift access between corridors • Disabled toilet • Equipment and opportunities for all children to develop their fine and gross motor skills • Multi- sensory teaching in all year groups • Use of 'chubby' pencils in EYFS and KS1 • Use of Sports Premium to provide opportunities for all • Adapted resources • Movement breaks • Fine motor support activities • All adults aware of medical needs or medication such as inhalers and epi pens 	<ul style="list-style-type: none"> • Occupational Therapy activities • Handwriting and motor skills groups • 'Wriggle' cushions • Risk assessments where necessary • Continued use of 'chubby' pencils, pencil grips etc. • Use chew bites 	<ul style="list-style-type: none"> • Occupational Therapy • As Wave 2 plus • Write from the Start • Concentrators (fiddle toys) • Ear noise defenders • Quiet areas/ workstations to access learning outside the classroom with adult support • 1:1 handwriting/ fine motor sessions • Coloured overlays for reading • Specialised programmes as directed by Occupational Therapy • Specifically recommended equipment for individuals e.g. wobble board, chair bands • Additional time to change for PE • Training from Outside agencies e.g. Specialist Nurses , Physical and Sensory Support • Adapted keyboards for computers • Additional use of laptop • Adult to supervise long term ongoing medication • Specific Risk Assessments for school trips • Personal Emergency Evacuation Plan

Emotional and Social

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Whole school behaviour policy and reward systems • Pupil- led learning/differentiated learning styles • Catholic ethos taught and upheld throughout the school • Access to a 'Worry Box' • Emotional check ins • Attendance awards • Celebration awards in assembly each week • Circle Time • Risk Management • Playground games/Buddies • Time out/escape card • Holy Family Flames • Calm Club • Zones of Regulation 	<ul style="list-style-type: none"> • Social skills groups eg. Time to Talk, Lego Therapy • Social Stories • Comic strip conversations • Playground buddies/mentors • Staff mentoring • Structured lunchtime/playtimes • Transition groups • Safe Space access for break and lunch times • Time out/escape cards in agreement with the class teacher • Group Emotional Literacy support with ELSA • Group Drawing and Talking therapy • Zones of Regulation 	<ul style="list-style-type: none"> • 1:1 Emotional Literacy support with ELSA • 1:1 Drawing and Talking therapy • Risk assessments where necessary • Involvement of outside agencies (educational Psychology, CAMHs/Mindworks, Behaviour Support) • Positive Handling • Individual Behaviour Management plans and record keeping • Strategies to support as and when, Social Stories • Transition photo books

