# Rockmount Primary School    Provision Mapping Menu

| Wave 1 (universal) | Wave 2 | Wave 3 |
|---|---|---|
| **The effective inclusion of all pupils in quality first teaching** | **Intervention aimed at pupils who can be expected to "Catch-Up"**<br><br>**Children in this category need to be on the Year Group Provision Map and have an IPM** | **Specific targeted support for pupils identified as requiring provision which is 'additional to or different from' Waves 1 and 2**<br><br>**SEN support: additional long-term, individualised support**<br><br>*For pupils still making less progress than their classmates*<br><br>**Children in this category need to be on the Year Group Provision Map and have an IEP** |
| <ul><li>Structured school and class routines</li><li>School Behaviour Policy and Code of Conduct</li><li>Whole school and class reward systems promoting learning behaviour</li><li>Differentiated curriculum planning, activities, delivery and outcome.</li><li>Clear Learning objectives, success criteria for each lesson/part of lesson</li><li>Clear sequence of learning and modelling of task</li><li>Specific use of mini-plenaries to address misconceptions</li><li>Planning annotated according to AFL</li><li>Differentiated homework</li><li>Teacher Assessment and data analysis informs pupil progress discussions</li><li>Group Targets</li><li>Individual Targets</li><li>Variety of teaching and learning styles (visual, auditory and kinaesthetic)</li><li>Range of recording methods used</li><li>Visual Timetables</li><li>Focus group teaching with class teacher</li><li>In class support from TA</li><li>Setting for literacy/numeracy</li><li>Reading Schemes</li><li>RML</li><li>Guided Reading</li><li>Working Walls to support Literacy/Numeracy</li></ul> | <ul><li>IPMs for all children on Year Group Provision Map updated as necessary</li><li>All staff aware of children's needs and appropriate responses to those needs.</li><li>Target group for individual daily reading with an adult</li><li>Teacher target group</li><li>TA target group</li><li>RML</li><li>Booster groups</li><li>Catch Up Numeracy</li><li>Visual timetable</li><li>Modified support plans/charts</li><li>Listening Ear (adult referral)</li><li>Home/school agreement</li></ul> | <ul><li>SEN children identified on planning</li><li>IEP'S developed in conjunction with relevant outside agencies and reviewed half termly</li><li>Pupils/parents/carers involved in reviews.</li><li>All staff made aware of children's needs and appropriate responses to those needs</li><li>Basic Literacy Skills</li><li>Basic Numeracy Skills</li><li>Curriculum Access Support</li><li>Opportunity Groups</li><li>Social Skills Groups</li><li>Nurture Group</li><li>Behaviour Support Groups</li><li>Speech and Language Groups</li><li>Individual Speech and Language Programmes</li><li>Home/School Support Packs</li><li>Increased use of Home/School contact book</li><li>Individual Target/Reward Charts</li><li>Handwriting Programme</li><li>RML</li><li>Words with Symbols (ICT Programme)</li><li>Educational Psychology Service, assessment and advice</li><li>Speech and Language Therapy, assessment and advice</li><li>Occupational Therapy, assessment and advice</li><li>Hearing Impairment Service</li><li>Visual Impairment Service</li></ul> |

**ALL CAN ACHIEVE**

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| • Displays to support curriculum<br>• SEAL materials<br>• Planned wellbeing circle times<br>• Wellbeing ambassadors<br>• Wellbeing areas in classrooms<br>• Talking partners<br>• Planned seating arrangements (groups of 4)<br>• Flexible groupings<br>• Home school contact books<br>• Parent/carer involvement<br>• Listening Ear (self-referral)<br>• Circle time<br>• PSHE<br>• Assemblies<br>• Pupil voice<br>• Peer mediators<br>• Curriculum<br>• Class teaching assistant | | • CAMHS<br>• Social Services<br>• Refugee Consultant<br>• Individual mentoring<br>• Conflict Resolution Support<br>• Specialist assessment tools (Neurodiversity checklist/Boxall Profile)<br>• Specialist equipment where needed e.g. Sensory Box, large font worksheets, specific Visual timetable etc.<br>• Reduced timetable<br>• Learning Mentor<br>• Educational Psychologist<br>• Candle light project<br>• CAMHS<br>• Early Help<br>• Adapt to Learn |

**Wave 4**
**Children in this category have an EHCP. This is for pupils with more complex needs. The SENCO will support staff in planning effectively for pupils in this category.**