



# Kew Woods Provision Map



|  | Cognition and Learning   | Communication and Interaction  | Sensory and/or Physical  | Social, emotional and mental health.   |
|--|--|--|--|--|
| <b>Quality First Teaching/<br/>Additional Response</b> | <ul style="list-style-type: none"> <li>-Differentiated curriculum</li> <li>-small group teaching</li> <li>-Read, write inc intervention</li> <li>- Use of B squared assessment</li> <li>- alternative methods of recording (word processing, mind map, cartoon strips, ipads)</li> <li>- accessible reading materials (differentiated by ability, buff paper, coloured overlays, block colour, IWB background colour)</li> <li>-Assessment for learning clear (next step marking, targets available, learning objectives clear)</li> <li>-repetition of key skills (basic skills, mental starters, grammar warm ups, daily reading and questioning).</li> <li>-multi-sensory teaching</li> <li>-methods to summarise and highlight key teaching points</li> <li>-differentiated questioning at individual pupil level.</li> <li>-interactive learning opportunities</li> <li>-flexible planning to follow pupil preferences</li> </ul> | <ul style="list-style-type: none"> <li>-Visual supports (whole class or individual timetables, visual behaviour prompts, word banks, displays)</li> <li>-Outcomes modelled</li> <li>-Clear classroom routines</li> <li>-Unambiguous use of language/ age appropriate</li> <li>-Opportunities to work undisturbed and independently.</li> <li>-additional processing time provided</li> <li>- communicate tasks effectively (task planners, time frames, visual models)</li> <li>-clear and simple instructions (key words only, one step at a time, repeated on a 1:1 level).</li> <li>- collaborative working opportunities</li> <li>- Use of B squared assessment</li> <li>- speech and language referral.</li> <li>- E.P referral.</li> </ul> | <ul style="list-style-type: none"> <li>- environmental adaptations (furniture, seating plans, ability groupings considerations, individual work stations, sloping board, left handed pen carpet spot, tangle, wedged cushion, calming tent, weighted resources)</li> <li>- access to mobility equipment (Heathfield chair, toilet steps and frames, use of the lift)</li> <li>- adaptation of resources for sensory needs (coloured paper or overlays, volume of noise, ear defenders, lighting low, blinds open or closed)</li> <li>- Resources for lesson accessibility (number lines, 100 square, word banks, numicon etc)</li> <li>- adaptations to presentation of learning</li> <li>- Effective use of resources, including technology (word processing/ ipads to record, scribe)</li> <li>-Occupational therapy referral</li> </ul> | <ul style="list-style-type: none"> <li>-use of tactile objects for calming (tangles, weighted objects, chewlry)</li> <li>- Time out arrangements (in or out of the classroom)</li> <li>- use of focussed circle time (small group or whole class)</li> <li>- methods to motivate learners (individual reward charts, dojos, you've been spotted, home/school diary)</li> <li>-Use of planned sanctions (dojos and think tank)</li> <li>- appropriate sensory adjustments made</li> <li>- consistent use of positive language and language of expectation.</li> <li>-Range of opportunities to support social and emotional development (emotional barometer, mood board)</li> <li>-class or school mediation strategies (circle time, restorative justice)</li> <li>- E.P referral.</li> </ul> |

|                          | Cognition and Learning   | Communication and Interaction   | Sensory and/or Physical   | Social, emotional and mental health.   |
|--------------------------|--|---|---|--|
| Early Years SEND Support | <ul style="list-style-type: none"> <li>-Personalised curriculum (b squared targets)</li> <li>- Small group teaching or 1:1</li> <li>-Read, write inc intervention</li> <li>--Precision teaching</li> <li>- Teoderescu handwriting</li> <li>-The Listening Programme (attention)</li> <li>-Daily reading and questioning</li> <li>- Inclusion Consultant Involvement.</li> <li>- Phonics reading scheme</li> <li>- Number sense</li> <li>- Read, Write Inc Handwriting</li> </ul>   | <ul style="list-style-type: none"> <li>-Individual SALT programmes</li> <li>-Time to Talk</li> <li>-The Listening Programme followed by School Start</li> <li>-EP involvement</li> <li>- Speech and Language support ongoing</li> <li>- NELI programme</li> <li>- Social stories</li> <li>- Collins Receptive vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>- Sensory diet plan</li> <li>-The Listening Programme followed by School Start</li> <li>-Bespoke programme designed by OT – fine or gross motor</li> <li>- Teoderescu fine motor control programme</li> <li>-OT support in school and ongoing</li> <li>- Peg to Paper Programme</li> </ul> | <ul style="list-style-type: none"> <li>-Completion of and review of an Individual Behaviour Plan</li> <li>- Completion of and review of a Positive Handling Plan.</li> <li>- The Listening Programme followed by School start</li> <li>- Home/ school diary</li> <li>- Completion of a Pastoral Support Programme (PSP)</li> <li>-EP involvement</li> <li>-Behaviour support involvement</li> <li>-Early Help</li> <li>- Enhanced Transition</li> </ul>  |
| Key Stage 1 SEND Support | <ul style="list-style-type: none"> <li>-Personalised curriculum (b squared targets)</li> <li>- Small group teaching</li> <li>-Read, write inc intervention</li> <li>-Precision teaching</li> <li>- Teoderescue handwriting / letter join handwriting programme</li> <li>- Read, Write Inc. Phonetic reading scheme</li> <li>-The Listening Programme (attention)</li> <li>-Daily reading and questioning</li> <li>- Inclusion Consultant Involvement.</li> <li>- Early Fluency programme</li> <li>- Early Reading intervention programme</li> <li>- Precision mathematics</li> </ul> | <ul style="list-style-type: none"> <li>-The Listening Programme followed by School Start.</li> <li>-Time to Talk</li> <li>-Vocabulary Retrieval Programme</li> <li>-Auditory Processing Programme</li> <li>- It's OK to be me self-awareness programme.</li> <li>-Becoming Socially Talented social interaction group programme.</li> <li>- Lego Therapy.</li> <li>-EP involvement</li> <li>- Speech and Language support ongoing</li> <li>- EAL tutor</li> </ul> | <ul style="list-style-type: none"> <li>- Sensory diet plan</li> <li>-Bespoke programme designed by OT – fine or gross motor</li> <li>- Teoderescu fine motor control programme / letter join handwriting scheme.</li> <li>-OT support in school.</li> <li>- Pegs to Paper</li> </ul>  | <ul style="list-style-type: none"> <li>-Completion of and review of an Individual Behaviour Plan.</li> <li>- Completion of and review of a Positive Handling Plan.</li> <li>- The Listening Programme</li> <li>- Home/ School diary</li> <li>- Jigsaw short term placement</li> <li>- completion of a Pastoral Support Programme (PSP)</li> <li>-EP involvement</li> <li>-Behaviour support involvement</li> <li>- The Red Beast book and box</li> <li>- CAMHS involvement</li> <li>- Animal therapy</li> <li>- Enhanced Transition</li> </ul> |

|                                  |   |   |  |   |
|----------------------------------|---|---|--|---|
|                                  | intervention  |   |  |   |
| <b>Year 3 and 4 SEND Support</b> | <ul style="list-style-type: none"> <li>-Personalised curriculum (b squared targets)</li> <li>- Small group teaching</li> <li>-Read, write inc intervention</li> <li>-1<sup>st</sup> class at number intervention</li> <li>-precision teaching</li> <li>- Letter join handwriting programme/ MSL Handwriting programme</li> <li>-The Listening Programme (attention)</li> <li>-Beat Dyslexia</li> <li>- IDL cloud</li> <li>-Oral to written writing programme</li> <li>-Language and Literacy comprehension skills programme</li> <li>- Precision Mathematics teaching</li> <li>- Inclusion Consultant Involvement.</li> </ul> | <ul style="list-style-type: none"> <li>-The Listening Programme followed by School Start.</li> <li>-Vocabulary Retrieval Programme</li> <li>-Auditory Processing Programme</li> <li>- It's OK to be me self-awareness programme.</li> <li>-Becoming Socially Talented social interaction group programme.</li> <li>- Lego Therapy group sessions.</li> <li>-EP involvement</li> <li>- Speech and Language support ongoing</li> <li>- EAL Tutor</li> </ul> | <ul style="list-style-type: none"> <li>- Sensory diet plan</li> <li>-The Listening Programme</li> <li>-Bespoke programme designed by OT – fine or gross motor</li> <li>- letter join handwriting scheme/ MSL handwriting scheme</li> <li>-OT support in school.</li> </ul> | <ul style="list-style-type: none"> <li>-completion of and review of an Individual behaviour Plan.</li> <li>- Completion of and review of a Positive Handling Plan.</li> <li>- The Listening Programme followed by School start</li> <li>- Home/ School diary</li> <li>- Jigsaw short term placement</li> <li>- completion of a Pastoral Support Programme (PSP)</li> <li>-EP involvement</li> <li>-Behaviour support involvement</li> <li>- The Red Beast book and box</li> <li>- Kid Skills</li> <li>- 'Blob Anger' resource</li> <li>- CAMHS involvement</li> <li>- Animal Therapy</li> <li>- School Counsellor</li> <li>- Enhanced Transition</li> </ul> |
| <b>Year 5 and 6 SEND Support</b> | <ul style="list-style-type: none"> <li>-Personalised curriculum (b squared targets)</li> <li>- Small group teaching</li> <li>-Read, write inc. Fresh Start intervention</li> <li>-Precision teaching</li> <li>-Beat Dyslexia</li> <li>- IDL Cloud</li> <li>-Oral to written writing programme</li> <li>-Language and Literacy comprehension skills programme</li> </ul>   | <ul style="list-style-type: none"> <li>-Vocabulary Retrieval Programme</li> <li>-Auditory Processing Programme</li> <li>- It's OK to be me self-awareness programme.</li> <li>-Becoming Socially Talented social interaction group programme.</li> <li>- Lego Therapy.</li> <li>-EP involvement</li> <li>- Speech and Language support ongoing</li> <li>- EAL Tutor</li> </ul>  | <ul style="list-style-type: none"> <li>- Sensory diet plan</li> <li>-bespoke programme designed by OT – fine or gross motor</li> <li>- letter join handwriting scheme/ Teodorescu handwriting scheme</li> <li>-OT support in school.</li> </ul>                            | <ul style="list-style-type: none"> <li>-Completion of and review of an IBP.</li> <li>- Completion of and review of a Positive Handling Plan.</li> <li>- The Listening Programme followed by School start</li> <li>- Home/ school diary</li> <li>- Jigsaw short term placement</li> <li>- Completion of a Pastoral Support Programme (PSP)</li> <li>-EP involvement</li> </ul>   |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"><li>- Mathematics precision teaching</li><li>- Laptops</li><li>- Inclusion Consultant Involvement.</li></ul> |  |  | <ul style="list-style-type: none"><li>-Behaviour support involvement</li><li>- Kid Skills</li><li>- 'Blob Anger' resource</li><li>- CAMHS involvement</li><li>- Animal therapy</li><li>- School Counsellor</li><li>- Enhanced Transition</li></ul> |
|--|--|--|--|--|