



Constantine Primary School – Provision Map for individual pupils – Attach to IEP

Pupil Name:	Year:	Date of IEP:	
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<p><b>Universal Provision (Class)</b></p> <ul style="list-style-type: none"> <li>○ Flexible teaching arrangements</li> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Differentiated curriculum delivery e.g. simplified language</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Increased visual aids/modelling</li> <li>○ Visual timetables</li> <li>○ Use of symbols</li> <li>○ ICT programmes to support language</li> <li>○ Small world play and role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Opportunities to work with younger/older pupils</li> <li>○ Assemblies with appropriate signs and visual aids used</li> <li>○ Role play situations/Drama</li> <li>○ ‘Show and tell’ / speaking opportunities</li> </ul>	<p><b>Universal Provision (Class)</b></p> <ul style="list-style-type: none"> <li>○ Differentiated tasks</li> <li>○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>○ Repetition/clarification of instructions</li> <li>○ Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Alphabet, word and number charts, mats, banks etc.</li> <li>○ Use of puzzles and games</li> <li>○ Cooking</li> <li>○ Illustrated dictionaries</li> <li>○ Use of writing frames</li> <li>○ Ensuring appropriate reading material available from other year groups</li> <li>○ Weekly spelling lists (phonics led)</li> <li>○ Touch-type sessions</li> <li>○ Structured Synthetic phonics approach eg. Letters and sounds</li> <li>○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc)</li> </ul>	<p><b>Universal Provision (Class)</b></p> <ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor control programme</li> <li>○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors</li> <li>○ Multi-sensory equipment</li> <li>○ Construction</li> <li>○ Tools and Materials e.g. brushes/pencils, collage</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Brain gym exercises</li> <li>○ Sand and water play</li> <li>○ Provision of left-handed equipment</li> <li>○ Written signs for class labels in classes</li> <li>○ Huff and Puff</li> </ul>	<p><b>Universal Provision (Class)</b></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Golden Rules</li> <li>○ Positive behaviour strategies such as Good to be me</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems – Golden Time</li> <li>○ Consistent and progressive sanction system for when rules broken</li> <li>○ School Council</li> <li>○ Teaching listening through circle time games</li> <li>○ Use of puzzles and games</li> <li>○ Involvement in after school clubs</li> <li>○ Individual job and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ Playground friends and buddies available</li> <li>○ VAK – variety of teaching styles used to suit pupils</li> <li>○ Visual timetables</li> <li>○ Use of symbols</li> <li>○ Use of first-hand experiences to stimulate learning</li> </ul>
<p><b>Additional and Different Provision (Group)</b></p> <ul style="list-style-type: none"> <li>○ Speech and Language intervention – groups/individual</li> <li>○ Referral to Speech and Language Therapy service</li> <li>○ Advice and guidance from Autism Team</li> </ul>	<p><b>Additional and Different Provision (Group)</b></p> <ul style="list-style-type: none"> <li>○ In-class TA support for literacy</li> <li>○ In-class TA support for Numeracy</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for literacy outside class e.g. RWInc, Fresh Start</li> <li>○ Small group of support for maths outside class e.g. Counting to Calculating</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> </ul>	<p><b>Additional and Different Provision (Group)</b></p> <ul style="list-style-type: none"> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Wake and Shake</li> <li>○ TA support in PE/dance/games</li> <li>○ Differentiated PE resources – spider balls, balloon balls etc.</li> <li>○ Sports events – additional preparation</li> <li>○ Handwriting scheme</li> </ul>	<p><b>Additional and Different Provision (Group)</b></p> <ul style="list-style-type: none"> <li>○ Alternative lunch-time provision</li> <li>○ “Starving the Anger/Anxiety Gremlin” workbook</li> <li>○ Volcano in my tummy</li> <li>○ Socially Speaking</li> <li>○ Use of buddy system</li> <li>○ R-Time</li> <li>○ Time Out spaces</li> </ul>



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<p><b>Specialist Provision (Individual)</b></p> <ul style="list-style-type: none"> <li>○ Individual Speech therapy programmes – delivered by Speech therapist or TA</li> <li>○ Individual visual timetables / schedule</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Individual transition programme</li> <li>○ Social stories</li> <li>○ Assessment and ongoing support from external agencies</li> <li>○ Individual risk assessments</li> </ul>	<p><b>Specialist Provision (Individual)</b></p> <ul style="list-style-type: none"> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Individual speech programmes</li> <li>○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell etc)</li> <li>○ One to one support for literacy outside class e.g. RWInc, Fresh Start</li> <li>○ One to one support for maths outside class e.g. Counting to Calculating</li> <li>○ Toe by Toe</li> <li>○ List of current and future topic words</li> <li>○ Wave 3 targeted assessment and support for maths with class TAs</li> <li>○ TA support daily with IEP targets</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Educational Psychologist advice</li> <li>○ Efficient word processing</li> </ul>	<p><b>Specialist Provision (Individual)</b></p> <ul style="list-style-type: none"> <li>○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> <li>○ Handwriting</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> </ul>	<p><b>Specialist Provision (Individual)</b></p> <ul style="list-style-type: none"> <li>○ Individual reward/sanction systems</li> <li>○ TA support – communication of feelings</li> <li>○ TA support individual debriefing/pre-empting</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ Anger Management</li> <li>○ Counselling from outside agency – referral made e.g. CAMHS</li> <li>○ Individual seating or work-station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ weekly feedback to parents face-to-face</li> <li>○ Individual Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Internal seclusion</li> <li>○ Planned used of physical positive handling</li> <li>○ Penhaligon’s Friends (bereavement support)</li> <li>○ Dreadnought referrals</li> <li>○ The Wave Project referrals</li> </ul>