



Graduated Provision Map by area of need

<u>Area of need</u>	Universal - Quality First Teaching (all pupils)	Targeted - Catch up (some pupils)	Specialist (few pupils)
<u>Cognition & learning</u>	Recap previous learning – address any misconceptions Differentiated curriculum planning, activities, delivery and outcome Groupings – e.g mixed ability Clear learning focus: Knowledge Outcome & success criteria visible to all Visual timetable, aids & use of symbols (www.widgetonline.co.uk) Instructions broken down into manageable chunks and given in sequence Illustrated dictionaries Writing frames Targeted questioning (Blooms taxonomy) Pupil talk time (TTYP) Movement breaks/sensory regulation Clear modelling of task Understanding checked by asking chn to explain what they have to do	Catch up programmes – phonics & number sense Targeted intervention programmes Precision teaching Reading partners In class support from teaching assistant Multi-sensory spelling practice groups Specialist software e.g Immersive Reader Laptop/ipads Learning mentors Pupil passport and IEP targets circulated to all teachers	Task adjustment with additional learning resources Specialist literacy/numeracy programmes (e.g toe by toe) Haringey SEND teams advice and support Small groups or individual support from adult Advice from Educational Psychologist Pupil passport and IEP targets circulated to all teachers
<u>Communication & Interaction</u>	Recap previous learning – address any misconceptions Language modelled by class teacher and support staff across all areas Simplified language, key words (www.widgetonline.co.uk) Speaking and listening skills develop through story time Clear learning focus: Knowledge Outcome (KO) & success criteria visible to all Visual timetable, aids & use of symbols Structured school & class routines (e.g rules for good looking, sitting, listening) Role play/hot seating/ drama activities Pupil talk time Signing - Makaton Range of multi-sensory approaches	Communication/ Social Skills / Talk Boost/ Lego therapy groups Symbol supported text (www.widgetonline.co.uk) Specialist software e.g Immersive Reader Speech recognition software Individual visual timetable and Now/Next boards Individual workstation Break and lunchtime provision In class support with focus on supporting speech and language Pupil passport and IEP targets circulated to all teachers	1:1 speech and language therapist assessment and recommendations Speech and language small group work Advice from Educational Psychologist (EP) Individual work area Circle of friends/Buddy group/ Peer mentoring Haringey LAST team advice and support Social Stories/Comic strip conversations TEACHH structure Pupil passport and IEP targets circulated to all teachers
<u>Social, emotional and mental health</u>	Whole school behaviour policy Whole school/class rules ‘Catch’ the pupil being good and offer praise Give chn classroom responsibilities Play calming music when appropriate (e.g after lunch before registration) Whole school/ class rewards and sanctions systems Circle time Achievement assembly – highlight positive achievements Movement breaks/sensory regulation Keep instructions, routines and rules short, precise and positive	Small group circle time Social Skills Group (Alex Kelly) ELSA sessions Zones of Regulation Trailblazer ‘Friendship’ and ‘Emotional regulation’ intervention In class support for supporting behaviour targets, access, safety Stress balls, fiddle toys Pupil passport and IEP targets circulated to all teachers	Counsellor service Protocol/PSP Outreach behaviour support (Haringey Learning Partnership) Individual reward system Time out card Break and lunchtime provision Advice from Educational Psychologist (EP) Circle of friends/Buddy group/ Peer mentoring Haringey SEN advice and support Pupil passport and IEP targets circulated to all teachers
<u>Sensory & physical</u>	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical/support/advice Movement breaks/sensory regulation	Additional fine motor skills/handwriting practice Keyboard skills training In class support for supporting access, safety Stress balls, fiddle toys Sensory circuits Pupil passport and IEP targets circulated to all teachers	Individual support in class to access curriculum activities Physiotherapy programme Advice/input from LA specialist team Speech recognition software Pupil passport and IEP targets circulated to all teachers