St John's Catholic Primary School
Whole School Provision Map

COGNITION AND LEARNING		
Universal	**Targeted**	**Specialist**
High quality teaching methods including: • Small step planning • Targeted learning objectives • Adapted tasks • Multi sensory teaching • Opportunities for repetition • Targeted questioning using various strategies. • Metacognition strategies • Concrete manipulatives • Modelling • Explicit vocabulary teaching • Encouragement and praise. • Assistive technology (visualisers, smart boards, talking tins) • 'pick up' interventions for literacy and numeracy including 'sounds write' • Outdoor Learning (OPAL/forest school) • Working walls • Word banks • Mini whiteboards • Plain backgrounds (low arousal environment for reducing cognitive overload) • Flexible grouping • Timers • Use of Widget	• Assistive technology (read aloud on IPAD) • Targeted interventions for literacy and numeracy; • Individualised workstations. • Outdoor Learning (OPAL/forest school)	• Alternative English curriculum • Alternative maths curriculum • Intensive adult support when required (dependent on pupil need) • Individualised workstations. • Outdoor Learning (OPAL/forest school)

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COMMUNICATION AND INTERACTION

Universal	Targeted	Specialist
High quality teaching methods including: • Small step planning • Targeted learning objectives • Adapted tasks • Multi sensory teaching • Opportunities for repetition • Targeted questioning using various strategies. • Metacognition strategies • Concrete manipulatives • Explicit vocabulary teaching • Encouragement and praise. • Assistive technology (visualisers, smart boards, talking tins) • 'pick up' interventions for literacy and numeracy including 'sounds write' • Visual timetable • Now and next/when and then resources. • Use of Widget • Visuals on lanyards to support communication. • Learning partners • Modelling • Lunch club • SALT intervention (speech sound and pronunciation) • Safe space provision (KS1) • Learning hub area (KS2) • Flexible grouping • Timers • Use of Widget • Outdoor learning (OPAL/Forest school) • Pastoral staff	• Outdoor learning (OPAL and Forest school) • ELSA • THRIVE • SALT support • Lunch club • Safe space provision (outside of class)	• Personalised visual resources • Safe space provision (outside of class)

St John's Catholic Primary School
Whole School Provision Map

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Universal	Targeted	Specialist
High quality teaching methods including: • Small step planning • Targeted learning objectives • Adapted tasks • Multi sensory teaching • Opportunities for repetition • Targeted questioning using various strategies. • Metacognition strategies • Concrete manipulatives • Modelling • Explicit vocabulary teaching • Encouragement and praise. • Safe space provision (KS1) • Learning hub area (KS2) • Pastoral support as and when required. • Social stories • 'I wish my teacher knew' boxes • Reflection areas in each classroom • Prayer garden • Play rangers (support at lunch and break) • Colour monsters (KS1) • Lunch club • CSL counselling (available universally but by referral only) • Mental health support team (available universally but by referral only) • Senior Mental Health Lead • Parent Support Advisor	• Colour monsters for regulation of emotion. • Lunch club • ELSA • THRIVE • Reduced timetables	• Intensive adult support when required (dependent on pupil need) • ELSA • THRIVE • Lunch club • Colour monsters for regulation of emotion. • Counselling • Flexi schooling • Reduced timetables • Re integration

St John's Catholic Primary School
Whole School Provision Map

SENSORY AND/ OR PHYSICAL NEEDS

Universal	Targeted	Specialist
High quality teaching methods including: • Small step planning • Targeted learning objectives • Adapted teaching and learning • Multi sensory teaching • Opportunities for repetition • Targeted questioning using various strategies. • Metacognition strategies • Concrete manipulatives • Modelling – *I do, we do, you do* • Explicit vocabulary teaching • Encouragement and praise • Assistive technology (visualisers, smart boards, talking tins) • 'pick up' interventions for literacy and numeracy including 'sounds write' • Outdoor Learning (OPAL and Forest school) • Individual Health Care Plans (where appropriate) • Specialised equipment • Access to school nurse (where appropriate) • Access to disabled toilet • Mile a day • Sensory circuits • Sensory aids (Ear defenders, wobble stools, fiddle items, therabands)	• Morning Sensory circuits with PE coach • Adapted PE provision (mile a day and in PE lessons) • Specialist equipment • Disabled toilet • Adapted equipment	• Morning Sensory circuits with PE coach • Adapted PE provision (mile a day and in PE lessons) • Specialist equipment • Disabled toilet • Adapted equipment