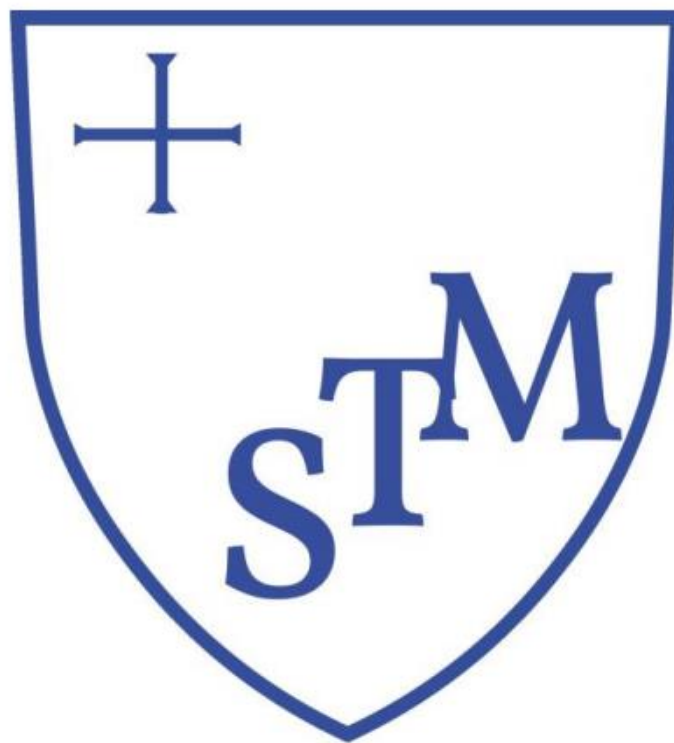


St Martin's C of E Primary School



Whole School Provision Map

Year 2024/2025

SENCo: Katie Hunt

Here at St Martin's we follow the graduated approach of assess, plan, do, review to ensure all children make progress.

Wave 1

Wave 1 is our universal offer for all children which includes quality first teaching that takes into account the needs of all learners within the classroom. Examples include:

- Differentiated work to match all paces and styles
- Scaffolds to support children
- Stretch tasks to further challenge children
- Classrooms that are suitable for the children and accessible

Wave 2

Wave 2 interventions are specific, additional and time-limited interventions provided for some children who are falling behind the age expected level in a particular area of learning — often targeted at a group of pupils with similar needs.

Examples include:

- Classroom interventions
- In class LSA,
- English and Maths support
- Talkboost and Early Talkboost
- Little Wandle Keep Up
- Small group pre and post teach
- Differentiated resources

Wave 3

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress additional to and different from, 1:1/small group time provision. Wave 3 examples include:

- Speech and language interventions-specific programme
- Wellcomm interventions
- External agency intervention
- Little Wandle SEND programme
- Additional planning and individual arrangements for transition
- Individual arrangements for SATs
- Use of additional adults
- Specific tailored OT and physio support
- Draw and talk therapy

Communication and Interaction

Speech, Language and Communication Needs can present themselves in a variety of ways, including the production of speech, struggling with finding the right word, or not being able to join words together in a meaningful way, difficulties communicating through speech, difficulties with syntax and ordering words into sentences, difficulties and delays in understanding or responding to verbal cues from others, difficulties with receptive language and understanding what others have said, difficulties with using expressive language and making wants and needs clear. Autism Spectrum Disorder (ASD) is also a communication and interaction need.

Wave 1	Wave 2	Wave 3	Expected Outcomes
Word of the day time Tiered approach to teaching new vocabulary Standard English spoken and modelled by all Labelling of areas/resources Visual timetables Ambitious vocabulary and curriculum Talking Partners	Early Talk Boost Talk Boost Wellcomm Big Book of Ideas	Specific Speech and Language Therapy programmes Intensive Interaction COSST ALDs PECS Objects of Reference Now and Next Boards Communication books Identiplay	Increased independence Reduction in distressed behaviours Happy, confident children Improved social relationships Improved English outcomes Improved reading skills Increased independence

Cognition and Learning

Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with English and Maths (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations. Some pupils with cognition and learning needs may have a Specific Learning Difficulty (SpLD) such as dyscalculia, dyslexia or dyspraxia. Other cognition and learning needs include Moderate Learning Difficulties (MLD) where children have significant needs in Maths and English that may affect their ability to access wider areas of learning, Severe Learning Difficulties (SLD) where children are likely to need substantial support in all areas of the curriculum and Profound and Multiple Learning Difficulties (PMLD).

Wave 1	Wave 2	Wave 3	Expected Outcomes
High quality first teaching delivered by trained and experienced teaching staff Clear, simple instructions Visual prompts and resources Learning Walls Little Wandle Synthetic Systematic Synthetic Phonic Programme Little Wandle Guided Reading	Pre and Post teach interventions for Maths/English/vocabulary Phonics Keep up programme Additional reading time Scaffolds to support learning Additional adults in class Talking Tin use Use of physical resources Additional time to use IT resources to support learning Reading rulers Phonic mats Tailored Flying Starts Handwriting intervention Fine motor skill interventions Reciprocal reading Boosters	Phonics SEND programme Tailored, differentiated curriculum Additional adult support Tailored English/Maths interventions based upon external advice	Better attainment Better access of the curriculum Increased confidence Increased independence Better reading attainment Reduced SEMH needs as a result of lack of confidence

Social, Emotional and Mental Health Needs

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks. For some children, their emotional needs may impact their learning. For example, they may not be able to follow requests such as to sit still with arms folded or stay quiet during lessons.

Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it. Conditions such as ADHD/ADD, PTSD or children with ACEs will come under SEMH needs.

Wave 1	Wave 2	Wave 3	Expected Outcomes
Consistent behaviour recovery approach across school Safeguarding champions Play leaders for lunch time FRESH ethos throughout school Environment is warm and engaging JIGSAW PSHE programme used across whole school Trusted adults Worry monsters Emotion Coaching	Home school communication diaries Fidget toys Movement breaks Differentiated instruction and work Use of timers Use of visuals Reflection areas Daily checks ins Meet and greets	Tailored reasonable adjustment plans Sensory room breaks Draw and talk therapy Specific SEMH programmes from external agencies CAMHs referrals Kaleidoscope Talking Therapies in school Connexions intervention Reward charts Use of screeners such as Vanderbilt/Boxall Profile and SDQs to identify areas of need	Increased confidence Increased independence Happier children Better access to curriculum Improved sustained concentration Increase in attainment levels

Physical and Sensory Disabilities

Children with sensory needs may include children with hearing/visual impairments. Physical needs cover a wide range of physical disabilities and medical needs such as Spina Bifida, cerebral palsy and cystic fibrosis. Although children may not have learning needs as part of their diagnosis, adjustments need to be made to learning environments to ensure all children can access the curriculum and thrive.

Wave 1	Wave 2	Wave 3	Expected Outcomes
Accessible school Disabled toilet access Ramp access Classroom layouts that ensure all children can see and hear teacher and resources Kinetic Letter Scheme including pens and pencils to promote hand grip	Additional fine motor intervention Additional handwriting intervention Letter mats Adapted resources	Personal Emergency Evacuation Plans Use of hearing loop if required Use of adapted IT to record work if required Use of ipad Writing slopes Adapted SATs OT programmes Physio Programmes Scribe/reader Specialist modified resources	Increased attainment Increased attendance Increased independent access