



# Farsley Farfield Primary School Provision Map

Name \_\_\_\_\_

Year group \_\_\_\_\_

Term \_\_\_\_\_

PROVISION MAP	COGNITION & LEARNING	COMMUNICATION & INTERACTION	SOCIAL, EMOTIONAL & MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<b>Beginning school</b>	Visits to previous settings or home undertaken by class teacher (Universal), class teacher and SENCO (Targeted and Specialist) School tours – SENCO available for discussion (Universal) Staggered starting date (Universal) Additional visits (Targeted and Specialist) Liaison with external agencies (Specialist)			
<b>FS</b>	<b>Universal</b> <ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• Assessment – tracking progress – profiles</li> <li>• Differentiation</li> <li>• Daily reading with an adult</li> <li>• Daily handwriting with an adult</li> <li>• Literacy and Maths parent workshops.</li> <li>• Dough Disco</li> </ul>	<b>Universal</b> <ul style="list-style-type: none"> <li>• Visual timetable for the day</li> <li>• Whole staff training - Autism Education Trust Level 2</li> <li>• SEAL</li> <li>• Talking Partners</li> <li>• Structured classroom and school routines</li> </ul>	<b>Universal</b> <ul style="list-style-type: none"> <li>• Positive Behaviour Policy</li> <li>• Free flow snack time</li> <li>• SEAL</li> </ul>	Offer a wide range of individual responses based on needs. This can be from monitoring provision to intensive 1:1 support. Flexible staffing arrangements are in place to support this.  Support can be short, medium or long term to enable access to an inclusive mainstream placement.
	<b>Targeted</b> <ul style="list-style-type: none"> <li>• Additional small group phonics</li> <li>• Early maths intervention</li> <li>• Fine and gross motor skills intervention groups</li> <li>• Dough Disco</li> </ul>	<b>Targeted</b> <ul style="list-style-type: none"> <li>• EAL</li> <li>• Social skills group – shared attention</li> <li>• Lead practitioner for Autism</li> <li>• Group work – including pupil premium, SEN and focus children (focuses on turn taking, waiting, physical, listening, peer friendships)</li> </ul>	<b>Targeted</b> <ul style="list-style-type: none"> <li>• Early Help (formerly CAF)</li> <li>• Nurture group</li> <li>• Group work for children with SEMH needs (focuses on turn taking, waiting, physical, listening, peer friendships)</li> </ul>	
	<b>Specialist</b>	<b>Specialist</b> <ul style="list-style-type: none"> <li>• Individual Programme from SaLT</li> </ul>	<b>Specialist</b>	

	<ul style="list-style-type: none"> <li>• Individual programmes from Early Years SENIT officers</li> <li>• Educational Psychologist support</li> <li>• Use of developmental journal – planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language planning from SaLT</li> <li>• Access to traded speech and language service</li> <li>• PECS</li> <li>• Intensive Interaction</li> <li>• STARS team</li> <li>• 1:1 Special Needs Assistant</li> <li>• Sensory room/toys</li> </ul>	<ul style="list-style-type: none"> <li>• Individual programmes from Early Years SENIT officers</li> <li>• Fiddle toys</li> <li>• Home/school liaison books</li> <li>• Sensory room/toys</li> <li>• Crisis room</li> </ul>	
<b>KS1</b>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• Assessment – tracking progress – White Rose</li> <li>• Differentiation</li> <li>• Phonics – following ‘Letters and Sounds’</li> <li>• Daily reading with an adult</li> <li>• Handwriting</li> </ul>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• Visual timetable for the day</li> <li>• Whole staff training - Autism Education Trust Level 2</li> <li>• SEAL</li> <li>• Learning Partners</li> <li>• Structured classroom and school routines</li> </ul>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• Positive Behaviour Policy</li> <li>• Shared snack time</li> <li>• Ethos assemblies</li> <li>• PSHE scheme of work/circle times</li> <li>• Mindmate work</li> <li>• Brain breaks/movement breaks</li> <li>• Playtime buddies</li> <li>• Dojo</li> </ul>	<p>Where necessary school will work with parents and outside agencies in order to meet specific needs, e.g. DAHIT, VIT and School Nurse</p> <ul style="list-style-type: none"> <li>• Deaf friends group</li> <li>• Out of school Deaf Friends events</li> </ul>
	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• Daily handwriting with an adult</li> <li>• Pencil grips</li> <li>• Fine motor skills intervention – dough disco</li> <li>• SENIT Phonics Programme</li> <li>• ‘I can’ books</li> <li>• Jelly and Bean programme</li> <li>• 1<sup>st</sup> Class @ Number, year 2</li> <li>• Reading booster sessions – year 2</li> <li>• Family Fisher Trust – year 1</li> <li>• Clicker 8</li> </ul>	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• EAL</li> <li>• Social skills group – shared attention</li> <li>• Lead practitioner for Autism</li> <li>• Structured choosing times</li> </ul>	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• Early Help Plan</li> <li>• Nurture group</li> <li>• Reward charts</li> <li>• Talk time</li> <li>• Circle time</li> <li>• Life skills group</li> </ul>	

	<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• Individual programmes from SENIT officers</li> <li>• Educational Psychologist</li> <li>• Pupil passport</li> <li>• IEP</li> <li>• YARK and Dyslexia Profile assessments</li> <li>• ClaroRead</li> <li>• Google Doc – speech to text</li> </ul>	<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• Individual Programme from SaLT</li> <li>• Speech and Language IEP from SaLT</li> <li>• Access to traded speech and language service</li> <li>• PECS</li> <li>• STARS team</li> <li>• Lego Therapy</li> <li>• Intensive Interaction</li> <li>• Pupil passport</li> </ul>	<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• Individual programmes from SENIT officers</li> <li>• Nurture</li> <li>• Support from AIP</li> <li>• Fiddle toys</li> <li>• Home/school liaison books</li> <li>• IBP</li> <li>• Pupil passport</li> <li>• Sensory room</li> <li>• Story massage</li> </ul>	
<b>KS2</b>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• Assessment – tracking progress – Rising Stars</li> <li>• Differentiation</li> <li>• Phonics – following ‘Letters and Sounds’</li> <li>• Daily reading with an adult</li> <li>• Handwriting</li> <li>• Booster classes (for Year 6)</li> <li>• Spelling Shed</li> <li>• Athletics (differentiated)</li> <li>• Chromebooks, Ipads and laptops</li> </ul>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• Visual timetable for the day</li> <li>• Whole staff training - Autism Education Trust Level 2</li> <li>• SEAL</li> <li>• Talking Partners</li> <li>• Structured classroom and school routines</li> </ul>	<p><b>Universal</b></p> <ul style="list-style-type: none"> <li>• Positive Behaviour Policy</li> <li>• Monitors</li> <li>• Dojos</li> <li>• Mindmate</li> <li>• PSHE scheme of work</li> <li>• Sessions in the school farm</li> </ul>	<p>Where necessary school will work with parents and outside agencies in order to meet specific needs, e.g. DAHIT, VIT and School Nurse</p> <ul style="list-style-type: none"> <li>• Deaf friends group.</li> <li>• Out of school Deaf Friends events</li> </ul>
	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• Daily handwriting with an adult / handwriting club</li> <li>• Pencil grips</li> <li>• Fine motor skills intervention</li> <li>• SENIT Phonics Programme</li> <li>• Additional phonics intervention</li> <li>• Teacher-planned maths intervention for specific children</li> <li>• Teacher-planned literacy intervention for specific children</li> </ul>	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• EAL</li> <li>• Social skill group (Lower KS2)</li> <li>• Lead practitioner for Autism</li> <li>• Lifeskills group</li> </ul>	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• Early Help (formerly CAF)</li> <li>• Nurture group</li> <li>• Reward charts</li> <li>• Talk time / Talk group</li> <li>• Life skills group</li> <li>• Pupil passports</li> <li>• Sensory room</li> <li>• Outdoor learning</li> <li>• Peer massage</li> <li>• Pet Yoga</li> </ul>	

	<ul style="list-style-type: none"> <li>• Homework support</li> <li>• ALK</li> <li>• Inference group</li> <li>• Quest</li> <li>• Project X</li> <li>• Same day interventions</li> <li>• 1<sup>st</sup> class @ arithmetic</li> <li>• 1<sup>st</sup> class@ number</li> <li>• Rapid reading</li> <li>• SNIP spelling</li> <li>• Memory Magic</li> </ul>		<ul style="list-style-type: none"> <li>• Lunchtime club</li> </ul>	
	<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• Daily reading with an adult</li> <li>• Individual programmes from SENIT officers</li> <li>• Educational Psychologist support</li> <li>• Pupil passport</li> <li>• Alpha to Omega</li> <li>• ALK</li> <li>• Toe by toe</li> <li>• Pre-teach skills</li> <li>• IEP</li> <li>• Clicker 8</li> <li>• YARK and Dyslexia Profile assessments</li> <li>• ClaroRead</li> <li>• Google Doc – speech to text</li> </ul>	<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• Visual timetable for the day</li> <li>• Individual Programme from SaLT</li> <li>• Speech and Language IEP from SaLT <ul style="list-style-type: none"> <li>• Access to traded speech and language service</li> </ul> </li> <li>• PECS</li> <li>• STARS team</li> <li>• Lego Therapy</li> <li>• Intensive Interaction</li> <li>• Pupil passport</li> <li>• Clicker 7</li> </ul>	<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• Individual programmes from SENIT officers</li> <li>• Support from AIP</li> <li>• Nurture group</li> <li>• Sensory and nurture space</li> <li>• Specialist behaviour plans</li> <li>• Fiddle toys / wobble cushion</li> <li>• Home/school liaison books</li> <li>• Pupil passport</li> <li>• Talk group</li> <li>• Ear defenders</li> <li>• IBP</li> <li>• Crisis room (The Hive)</li> <li>• Story massage</li> </ul>	
<b>Transition to KS3</b>	<p>High school-initiated Transition Day (Universal)</p> <p>Ambassadors programme (Targeted)</p> <p>Liaison with SENCOs from high schools regarding SEN children and other vulnerable groups (Targeted and Specialist)</p> <p>Additional visits for individuals (Specialist)</p>			
<b>Liaison with parents/ carers</b>	<p><b>Universal</b></p> <p>Parent consultation evenings, School Assemblies, newsletters, end of day ‘open door’ policy</p> <p><b>Targeted</b></p> <p>New Starters days, open evening for prospective families, Early Help meetings</p>			

	<p><b>Specialist</b> Home/school book Outside agency involvement Annual reviews for EHCP and FFI funded pupils Termly progress review meetings - ISAR meetings</p>	
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