

# Graduated Provision Map by area of need



Area of need	Universal	Targeted	Specialist
<p><b><u>Cognition and Learning</u></b></p>	<p>Recap previous learning – address any misconceptions            Differentiated curriculum planning, activities, delivery and outcome            Flexible groupings – e.g mixed ability            Clear learning focus: Knowledge Outcome &amp; success criteria visible to all            Visual timetable, aids &amp; use of symbols (www.widgetonline.co.uk)            Instructions broken down into manageable chunks and given in sequence            Writing frames            Targeted questioning            Pupil talk time            Movement breaks/sensory regulation            Clear modelling of task            Understanding checked by asking chn to explain what they have to do            Concrete resources            Use of IWB</p>	<p>IDL maths and English interventions            Precision teaching            Frequent readers            Daily number intervention            Times table intervention            In class support from teaching assistant            SNIP spelling programme            Phonics intervention            Laptop/ipads            Pupil passport circulated to all teachers            IEP targets reviewed termly            Task adjustment with additional learning resources            SAS advice            Pre-teaching of vocabulary and concepts            Task planners</p>	<p>Task adjustment with additional learning resources            Backward chaining            Safe space in the classroom/ school            Advice from Educational Psychologist (EP)            Pupil passport            My support plan in place            Send advisory            Speech link</p>
<p><b><u>Communication and Interaction</u></b></p>	<p>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            Blanks level questioning used to support differentiation            Clear learning focus: Learning Outcome (LO) &amp; success criteria visible to all</p>	<p>Social Skills            Lego therapy groups            Memory games intervention            Symbol supported text (www.widgetonline.co.uk)            Individual visual timetable and Now/Next boards            Individual workstation            Break and lunchtime provision            In class support with focus on supporting speech and language            Blanks level questioning intervention            Colourful semantics            Pupil passport circulated to all teachers</p>	<p>1:1 speech and language therapist assessment and recommendations            Speech and language targeted intervention            Social Stories/Comic strip conversations            TEACCH structure            My support plan in place            Individual workstation            Attention Hillingdon            Speech link            Advice from Educational Psychologist (EP)            SAS advice</p>

	<p>Visual timetable, aids &amp; use of symbols</p> <p>Structured school &amp; class routines (e.g rules for good looking, sitting, listening)</p> <p>Role play/hot seating/ drama activities</p> <p>Pupil talk time</p> <p>Range of multi-sensory approaches</p> <p>Processing time</p>	<p>IEP targets reviewed termly</p> <p>SAS advice</p>	
<p><b><u>Social, emotional and mental Health</u></b></p>	<p>Whole school behaviour policy</p> <p>Whole school/class rules</p> <p>'Catch' the pupil being good and offer specific praise</p> <p>Give chn classroom responsibilities</p> <p>Play calming music when appropriate (e.g after lunch before registration)</p> <p>Whole school/ class rewards and sanctions systems</p> <p>Circle time</p> <p>Achievement assembly – highlight positive achievements</p> <p>Movement breaks/sensory regulation</p> <p>Keep instructions, routines and rules short, precise and positive</p> <p>Recognition boards and class points</p> <p>Golden points</p>	<p>Social Skills Group</p> <p>Self esteem intervention</p> <p>Zones of Regulation</p> <p>In class support for supporting behaviour targets access</p> <p>Fiddle toys</p> <p>Pupil passport circulated to all teachers</p> <p>IEP targets reviewed termly</p> <p>Behaviour chart/ individual reward system</p> <p>Task planners</p> <p>SAS advice</p>	<p>PALS</p> <p>Drawing and talking</p> <p>Behaviour plan in place</p> <p>Risk assessment</p> <p>Dynamic support register</p> <p>PBSC intervention</p> <p>Break and lunchtime provision</p> <p>Advice from Educational Psychologist (EP)</p> <p>My support plan in place</p> <p>Individual workstation</p> <p>Camhs</p>
<p><b><u>Sensory and physical</u></b></p>	<p>Flexible teaching arrangements</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Medical/support/advice</p> <p>Movement breaks/sensory regulation</p>	<p>Additional fine motor skills/handwriting practice</p> <p>Write from the start intervention</p> <p>Rainbow road</p> <p>Keyboard skills training</p> <p>In class support for supporting access/ safety</p> <p>Stress balls, fiddle toys, wobble cushion, weighted cushion, ear defenders</p> <p>Sensory circuits Pupil passport circulated to all teachers</p> <p>IEP targets reviewed termly</p> <p>SAS advice</p>	<p>Individual support in class to access curriculum activities</p> <p>Physiotherapy programme Advice/input from LA specialist team</p> <p>1:1 occupational therapist assessment and recommendations</p> <p>Occupational therapy targeted intervention</p>