

Provision Map – Cognition and Learning



Universal provision (Wave 1) High Quality Teaching for All	Early Interventions (Wave 2) Often group teaching	Personalised provision (Wave 3) Additional and Different for some pupils (often 1:1)
<ul style="list-style-type: none"> • Differentiated curriculum planning and inclusive teaching. Learning objective to be displayed appropriately. The learning objectives will be written in books/printed out by the teacher /TA to enable children to focus on the learning task. • In-class support from adults. Teaching assistants provide support and promote independence where possible. Adults use think-alouds. • Learning walls, with clear fonts. Alphabetical word banks available when independent writing. • Extra time for processing and allowing more time to respond to answers and time to talk through ideas before responding. (Talk partners) • A range of resources available including ace dictionaries, practical equipment. • Increased visual aids / modelling etc. including handouts to make texts more accessible to the children when needed • Word, letter formation and writing mats– signs to aid recall of the writing process • Flexible timetable for brain breaks – outdoor provision and Atelier • Makaton visual signs 	<ul style="list-style-type: none"> • Short-term extra help to accelerate key points of learning. • Targeted guided reading/spelling/ phonic/ maths groups, personalised to need • Small group work and games that provide opportunity for turn taking and sharing- Language Links and Narrative Therapy • Small group work that provides opportunities to practise and consolidate maths/literacy concepts learnt in class. • Use of Peer buddies to support understanding of task and instructions • Daily individual reading with teacher/TA or paired reading • Positive role models seated around child. • Reading inference intervention 	<ul style="list-style-type: none"> • Frequent home/ school communication and shared aims. • Specialist support from EMS staff for pupils needing highly differentiated individualised teaching. • Personalised programme of work using some materials from published programmes and implemented (TA), including spelling, phonic programmes, five minute box, numicon, number box, inference programme, concentration crew – 2 or 3 times a week • Personalised target mats to support learning • Pre teaching in preparation for whole class sessions to meet new concepts/text. All TAs as directed by class teachers • Memory skills training • 1-1 precision teaching – for literacy or numeracy • Individual arrangements for SATs • Additional planning and arrangements for transition • Speech and Language programme developed by SALT from CDC to be implemented by TA 2/3 times weekly • Individual handwriting / fine motor / keyboard skills training • Use of visual task organiser/first and next board to enable access to all learning