

Whole School Provision Map, Claremont Primary School 2024-2025

Quality First Teaching – across all classrooms

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or physical
Wave 1	<p>Whole School</p> <ul style="list-style-type: none"> Claremont’s ethos promotes a positive regard for individual difference in the way that people learn and socialise. All staff are trained to understand the needs of children with Specific Learning Difficulty and staff are trained in strategies that can be applied to their teaching. Planning ensures optimum conditions to all school activities for pupils with C&L difficulties. Careful consideration is given to the requirements of homework. Staff ensure that effective communication is used – appropriate language and modes of communication for children with a range of needs or conditions. 	<p>Whole School</p> <ul style="list-style-type: none"> All staff are trained to understand the needs of children with Autism and Speech Language and Communication Needs and are trained in strategies that can be applied in their teaching. A range of strategies are used to ensure effective communication. A variety of methods of recording and communicating are used. School structures and class routines are clearly communicated. Opportunities are provided for all pupils to succeed. <p>Curriculum</p> <ul style="list-style-type: none"> Differentiated curriculum delivery and output Increased use of visual aids including visual timetables and communicate in print 	<p>Whole School</p> <ul style="list-style-type: none"> Staff are aware of SEMH issues and all staff are trained in SEMH. Whole school use of Positive Behaviour system is consistently applied to ensure no misinterpretation. Regular monitoring is carried out to ensure involvement and engagement. Individual class reward systems Celebration assemblies Celebration of pupils’ work in classrooms Assemblies and circle times promoting positive mental health. Assemblies and circle times promoting growth mindset. Playground buddy system Use of class monitors School Council, Digital Leaders, Wellbeing Ambassadors, Green Team, Responsiveness Reps – offering pupil voice 	<p>Whole School</p> <ul style="list-style-type: none"> All staff are aware of the needs of children with sensory processing issues and can access strategies that they can implement within the classroom. <p>Curriculum</p> <ul style="list-style-type: none"> Access to a safe quiet space Access to a work station Access to appropriate ICT support <p>Environment</p> <ul style="list-style-type: none"> Careful consideration of pupil positioning within the classroom Regular movements breaks for whole class <p>Provision</p> <ul style="list-style-type: none"> Provision of safe space for time out, where needed, to enable de-escalation of tension

<p>Curriculum</p> <ul style="list-style-type: none"> Adapted curriculum, delivery and outcome are provided Teachers identify information carrying words that are important for communicating key concepts. Verbal communication is supported by visual prompts. Pre-teaching of specific vocabulary and key concepts <p>Environment</p> <ul style="list-style-type: none"> Increased use of visual prompts and visual timetables Access to manipulatives Scaffolded writing / use of writing frames Key vocabulary mats Access to technology including laptops and iPads. Displays and working walls are accessible to all pupils. <p>Provision</p> <ul style="list-style-type: none"> Use of online support such as Numbots, Spelling Frame. Pupil's preferred method of recording/communicating is used for teaching and assessment. Peer support is offered through grouping and pairing. Classrooms offer adapted general classroom equipment. 	<ul style="list-style-type: none"> Use of thinking time Use of open questioning and opportunities for higher order thinking skills Appropriate techniques are used to ensure that all children understand the delivery of key concepts, instructions and learning points. <p>Environment</p> <ul style="list-style-type: none"> Use of interactive displays and working walls Talk Partners and Group work are used regularly <p>Provision</p> <ul style="list-style-type: none"> Access to a work station and to additional equipment Access to supportive software. Verbal communication is supported with visual prompts. 	<ul style="list-style-type: none"> Use of Zones of Regulation <p>Curriculum</p> <ul style="list-style-type: none"> Circle times Use of Talk Partners Promotion of Active Listening Provision of opportunities to support younger pupils to boost confidence. <p>Environment</p> <ul style="list-style-type: none"> Time out facilities and safe spaces are used to support de-escalation strategies. <p>Provision</p> <ul style="list-style-type: none"> Mindfulness used in class as appropriate. Use of Zones of Regulation. Use of Circle Times. 	<ul style="list-style-type: none"> Access to equipment such as ear defenders, move and sit cushions.
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Small Group Interventions/Catch-up Programmes

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Wave 2	<ul style="list-style-type: none"> • Phonics interventions • Use of Dandelion books • Daily Readers • Writing booster groups • Rapid Readers • First Class at Number • Non-Verbal Reasoning games • Reading comprehension booster groups • Speedy Spiders • Times table support • Small group interventions to support writing skills • Touch, Type Read and Spell • Lexia • Colourful Semantics 	<ul style="list-style-type: none"> • Speech Link assessment and Programme. • Language Link Assessment and Programme • Use of Social Stories • Use of emotion coaching • Social communication groups 	<ul style="list-style-type: none"> • Lunchtime Haven • Zones of Regulation • Talkabout groups • Use of trusted adult to offer personal support • Social Stories • Drawing and Talking • Use of emotion coaching • Class based programme to identify anxiety and discover basic strategies • Mindfulness • Support from Pupil Wellbeing Ambassadors • Access to Sensory Room. 	<ul style="list-style-type: none"> • BEAM • Sensory Circuits • Clever Fingers • Access to equipment to support such as ear defenders, writing slope etc • Access to Sensory Room.

Individualised, targeted support for pupils with SEND

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Wave 3	<ul style="list-style-type: none"> • Individual Tutoring • 1:1 support in class (where specified in an EHCP) • Colourful Semantics • Use of Clicker 8 (where specified in EHCP) • Additional time for assessments (where specified by an outside professional) 	<ul style="list-style-type: none"> • Speech and Language Therapy (for pupils with EHCP) supported by sessions administered by trained TP. • Use of PECS and Communication Boards and Communication books. 	<ul style="list-style-type: none"> • School counsellor • Drawing and Talking intervention • 1:1 support from talk time, Mental Health First Aiders, Pastoral Team or other appropriate staff member. • Access to Sensory Room. • Referral onto external programmes such as Slideaway 	<ul style="list-style-type: none"> • Use of ear defenders • Individual work station • Use of weighted jacket • Use of fidget toys, move and sit cushions, movement breaks • Access to laptop for extended writing tasks • Reader and scribe support • 1:1 support to allow for movement breaks and supervision outside the classroom. • Occupational Therapy supported by sessions with TP where specified in EHCP. • Access to the school sensory room.