



Provision Map

WAVE 1	Core Provision Level 1 Funding
<p><u>Curriculum;</u></p> <ul style="list-style-type: none"> • Children study a broad and balanced curriculum. • PE is taught both inside and outside in a fully accessible playground and field area. • Children broadly follow the same curriculum • Opportunities to attend daily mathematics catch up intervention if required • Opportunities to develop gross and fine motor skills through the curriculum e.g. PE, play dough • Visual Timetables • Structured routines throughout school • Talking partners in class • Clear instructions with take up time • Good modelling of language by adults • Outdoor access in EY and Year 1 • Interactive whiteboards in all classes • Literacy and Maths equipment available for all pupils 	<p><u>Pastoral;</u></p> <ul style="list-style-type: none"> • Children are assigned to a classroom with a class teacher. • The Class teacher and staff in each year group are present for collective worship and to deal with any arising concerns that children have. • All children follow Zones of Regulation in their PSHE provision. • Each Key stage has assemblies and services regularly. • Class teachers review progress and refer to others if needed. • Buddy benches are on all playgrounds and children are taught how to use them. • Mental Health Ambassadors are available to offer peer to peer support. • Worry boxes are in each class for children to ask for support. • PSHE lessons follow the Jigsaw programme which incorporates mindfulness sessions. • There is a whole school behaviour policy follows a graduated response • Behaviour expectations chart displayed in all classrooms- At St Hugh, we are Ready, Respectful and Safe.

<p>Other provision:</p> <ul style="list-style-type: none"> • Pencil grips • Chubby pencils (EYFS KS1) • Left handed equipment e.g. scissors 	<ul style="list-style-type: none"> • Catholic ethos upheld throughout all aspects of school life • Playground buddies assist at play and lunch times. • Safeguarding concerns closely monitored. • Celebration assemblies • Head teacher’s awards • Attendance closely monitored. • Mental Health Lead makes sure SEMH is a priority across the school.
<p><u>Staffing;</u></p> <ul style="list-style-type: none"> • Children have access to adult support. • Teachers are available to meet with parents or children after school should the need arise. • All staff are trained in Emotion Coaching • Staff trained in ELKLAN – Communication support • We have 2 ELSAs trained in Emotional Literacy 	<p><u>Environment/Facilities;</u></p> <ul style="list-style-type: none"> • Children have access to the school site, allocated to their key stage. • Doors are open and all classrooms have playground access. • Children have access to a well-resourced Library and an ELSA room if needed. • All stairs have handrails • Children have access to prayer corners/gardens if required • Disabled toilet • Appropriately sized equipment for all children in class and on the playground

<p>WAVE 2 Enhanced Provision Level 2 Funding</p>	
<p><u>Curriculum;</u></p> <ul style="list-style-type: none"> • Children might benefit from additional reading with an LSA or being part of a group. • Home school contact books • Individual workstations • Carpet spaces or specific seating in class • Movement breaks • Writing slopes 	<p><u>Pastoral;</u></p> <ul style="list-style-type: none"> • Social Understanding groups take place throughout the year. • Rainbows Groups for Change and bereavement are run termly. • ELSAs run sessions with children to support short term emotional literacy needs. • Teaching Children to Listen intervention

<ul style="list-style-type: none"> • Wedge cushion • Instructions given in smaller steps with increased processing or take up time • Pre-teaching key vocabulary • Clicker 8 • Transition books • Increased use of visual support including timetables and Now/ Then task boards • Reading and comprehension groups • Regular meetings or contact with parents/ carers • Provision Map written and reviewed termly with class teacher and SENCo 	
<p><u>Staffing;</u></p> <ul style="list-style-type: none"> • The SENDCo and LSA team are utilised to run some provisions to reduce gaps in learning. • Short term interventions such as Lego Therapy are run by LSAs. • Some Classes have Class LSAs to support when needed with the main body of the class or in intervention groups • Appropriate assessment by SENCO • Increased LSA support within the classroom 	<p><u>Environmental/Facilities;</u></p>

WAVE 3		Individual Personalised Provision Level 3 Funding	
<p><u>Curriculum;</u></p> <ul style="list-style-type: none"> • Individual reading • Assisted reader • PORIC • WellCOMM assessment and intervention 	<p><u>Pastoral;</u></p> <ul style="list-style-type: none"> • Lego Therapy • 1:1 work with Emotional Literacy Support Assistant • Social Stories • Safe space/cool down areas 		

<ul style="list-style-type: none"> • Toe by Toe • Word Wasp/ Hornet Programme • Speech and language assistance • Nessy • Precision teaching • Phonological awareness • Individual speech and language provision • Dynamo Maths • Power of 1 <p>Other support available :</p> <ul style="list-style-type: none"> • Concentrators (fiddle toys) • Ear noise defenders • Quiet areas/ workstations to access learning outside the classroom (with or without side walls) with adult support • Cream paper • 1:1 handwriting/ fine motor sessions • Coloured overlays for reading • Specialised programmes as directed by Occupational Therapy • Personalised visual timetables/schedules • Now Next boards • Increased differentiation to the curriculum • Personalised Speech and Language, Occupational Therapy and learning programmes as advised by agencies • Individual work station • Personalised visual schedules • Now/ Next boards • Use of laptop including Junior Touch Type • Coloured filters to support dyslexic learners 	<ul style="list-style-type: none"> • Supported unstructured times. • Self Esteem course • Emotional regulation course • Risk assessment • Individual Behaviour Management Plans • Managed transition between classes, key stages and schools
<p><u>Staffing;</u></p> <ul style="list-style-type: none"> • ELSAs are available 5 days per week and used for varying periods of times. 	<ul style="list-style-type: none"> • Environmental/Facilities; • The low sensory room is available for children to breakout or timetabled use.

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| <ul style="list-style-type: none">• Referral to outside agencies (Educational Psychology, CAMHS, Behaviour Support, Freemantles)• Individual support where appropriate, through directed LSA time• Regular meetings or contact with parents/ carers | |
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