

United we strive for excellence-Together we Shine

St John the Baptist CEVA Primary School

Whole School Provision Map

A provision map is a tool which provides an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that we make available to our pupils here at St Johns. This Provision Map is split into four categories of needs as outlined in the Code of Practice 2024. This version of the Provision Map is correct as of July 2026 and may be subject to change. It will be reviewed annually.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (COP 6.36)

'All teachers are teachers of children with SEND' (COP 5.2)

At St Johns, we utilise a Graduated Response approach - 'Assess, Plan, Do and Review' - to tailor our curriculum adaptations based on a child's progress and their response to interventions. This is a three-tiered support system designed to ensure that every child receives the appropriate level of support based on their individual needs. Within this approach, support is gradually increased if initial interventions are not effective.

If a child requires support which is additional to or different from the usual differentiated provision, we create an Individual Support Plan (ISP) with the child's targets and provision outlined. This plan will be reviewed at least termly with input from the child, parent, teacher, and 1:1 teaching assistant if appropriate.

There are 3 stages, known as 'waves', that outline the provision we provide to our children:

Wave 1: Universal Provision 	**Tailored teaching in class:** Wave 1, or High Quality First Teaching, involves high-quality, inclusive teaching strategies implemented in the general classroom setting as part of a broad and rich curriculum. This approach involves tailoring teaching methods to meet the diverse needs of all children, including those with SEND.
Wave 2: Targeted Interventions 	**Wave 1 plus additional, time-limited, tailored intervention support programmes:** Wave 2 provision describes the targeted, time-limited interventions provided to pupils who do not make expected progress with Wave 1 support. Typically delivered in one-to-one or small-group settings, these interventions aim to accelerate progress and help children 'catch up' and meet or exceed age-related expectations. They are specific, additional, and time-limited interventions, with clear entry and exit points. These are recorded and tracked using the intervention tracker document. Wave 2 interventions are not primarily SEND interventions. However, children receiving Wave 2 interventions may be on the SEND register.
Wave 3: Higher Needs Provision 	**Wave 2 plus increasingly individualised programmes, based on independent evidence of what works:** Wave 3 provision refers to highly specialised, intensive interventions for children who have not made expected progress with Wave 1 and Wave 2 support. Typically involving one-to-one support or very small groups, Wave 3 provision includes specialised teaching methods, additional support staff, or external specialist input designed to address complex and severe needs. Wave 3 interventions are bespoke interventions which aim to provide the most intensive level of support to help children achieve their potential.

Communication and Interaction:

Wave 1: Universal Provision 		**Wave 2:** Targeted Interventions 	**Wave 3:** Higher Needs Provision 
○ Additional processing time ○ Differentiated planning ○ Flexible grouping (group, pair and individual work) ○ Modelled interaction ○ Modelled speech/language ○ Participation in school council ○ Sequencing activities ○ Simplified language ○ Structured school and class routines ○ Whole class visual timetable ○ Transition support between year groups and to new schools ○ Whole class circle time ○ Sentence starters ○ Use of talking partners ○ Key word banks/phonics mats ○ Class visual aids and prompts ○ Communication visuals on staff lanyards ○ Explicit teaching and display of new vocabulary ○ Time for children to speak ○ Choice of answers to support word-finding when necessary ○ Chunked learning into smaller steps ○ Visuals to support learning steps ○ Modelling of correct sentence usage ○ Time to Talk strategies	○ Talk for Writing ○ Targeted questioning ○ Drama activities ○ Clear communication (avoiding sarcasm, metaphors etc.) ○ Preparation for changes of activity or lesson ○ Emotional literacy lessons in class ○ Clear rewards, including motivators ○ Clear and specific learning objectives ○ Adjusted pace and pitch to support learning needs ○ Calm learning environment ○ Children encouraged to re-tell or re-phrase story/text to check understanding ○ Optimal seating for children with attention/interaction difficulties ○ Teacher and/or TA support ○ The RWI programme which places emphasis on phonological awareness ○ Good listening prompts ○ Ensuing pupil attention before giving an instruction ○ Clear and simple instructions ○ Regular use of the Wellbeing Den to manage overwhelm by noise/distractions	○ Social stories ○ Small group turn-taking sessions ○ Attention Autism group ○ Nurture small group sessions ○ Social skills group ○ Pre-teaching vocabulary and concepts before presenting them at a class-level ○ Extra time for task completion ○ Task completion supported by a timer ○ Visual cues to support meaning ○ Personal now and next board ○ Personal visual timetables ○ Individual transition warnings ○ Targeted phonemic awareness activities ○ Targeted segmenting and blending activities ○ Targeted making and breaking word activities ○ Receptive language skill sessions (vocabulary building) ○ One Page Profile	○ SALT blocks delivered by our Speech and Language therapist ○ SALT sessions led by teachers and/or TAs on the advice of our link Speech and Language therapist ○ Makaton ○ 1:1 support during play ○ Storyboards to support interaction ○ Individual word banks and sentence planners ○ Aided language display boards ○ Intensive interaction sessions ○ 1:1 communication support ○ Technology apps for communication development ○ Alternative teaching space ○ Individual workstation ○ Additional specific interventions advised by our link Speech and Language therapist ○ Highly structured routines with individual support and/or prompts e.g. the use of objects of reference ○ Regular access to a calm down space

Cognition and Learning:

Wave 1: Universal Provision 		**Wave 2:** Targeted Interventions 	**Wave 3:** Higher Needs Provision 
○ Differentiated curriculum planning ○ Pitched questioning ○ Word mats, number lines and word lists provided ○ Consistent routines ○ Concrete resources ○ High expectations ○ Practical maths resources ○ Collaborative group/paired work opportunities ○ Writing frames ○ Visually supportive learning environments (e.g. working walls) ○ Challenge tasks ○ Variety of recording methods ○ Additional processing time ○ Pupil's name and eye contact established before instructions (unless autism is present/suspected) ○ Clear and simple instructions ○ Chunked instructions if needed ○ Explicit teaching, clarification, display, and reference to new/difficult vocabulary ○ Summative assessments to assess understanding ○ Visual cues and prompts ○ Whole class visual timetable ○ Teacher and/or TA support	○ Repetition and reinforcement of skills through worked examples ○ Simplified or extended tasks ○ Flexible grouping ○ Vocabulary cards ○ Modified resources ○ Dual-coding strategies (images and diagrams alongside our verbal teaching) ○ Assessment of understanding through questioning and low-stakes quizzes ○ Access to visual, physical, verbal and written scaffolds as needed ○ 100% participation strategies ○ 'I do, We do, You do' approach (including explicit modelling and guided practice before independent work) ○ Retrieval practice ○ Clear lesson structure with objectives and success criteria shared at the start and reviewed at the end of a lesson ○ Connections between new and existing material are made clear ○ Varied teaching strategies used daily ○ Key vocabulary sent home if deemed necessary	○ Individual visual timers ○ Number stacks intervention ○ Additional reading opportunities ○ RWI phonics 1:1 intervention ○ RWI small group ○ RWI Fresh Start ○ Toe by Toe intervention ○ Additional vocabulary lists sent home to parents/carers ○ Additional sensory breaks ○ Personalised morning jobs ○ Precision teaching ○ Pre-teaching vocabulary and concepts before presenting them at a class-level ○ Coloured overlays ○ Substitution tables ○ Talk buttons ○ Phonological awareness activities ○ Working Memory intervention ○ Additional visual aids (including task boards, checklists and prompt cards) ○ Targeted adult support in lessons ○ Organisation of work ○ One Page Profile ○ Phonological awareness sessions ○ Use of ICT and technology to enhance curriculum access	○ Individual workstations ○ Personalised curriculums ○ Specific teaching and practice of skills needed for everyday living ○ Intensive 1:1 TA support to directly teach 1 skill at a time and break tasks down into their smallest steps ○ Customised visual aids and graphic organisers ○ Personal multi-sensory teaching approaches ○ Specialist interventions advised by external agencies e.g. the Educational Psychologist ○ Directed additional adult support time to ensure access to the curriculum ○ Additional equipment as identified for specific needs ○ Highly structured routines with individual support e.g. the use of objects of reference ○ Hand-to-hand transfer at the beginning and end of the school day

Social, Emotional and Mental Health:

Wave 1: Universal Provision 		**Wave 2:** Targeted Interventions 	**Wave 3:** Higher Needs Provision 
○ Direct teaching of routines ○ Kapow PSHE scheme ○ Zones of regulation scheme ○ Whole school TPP approach ○ Whole school worship to reinforce positive values and behaviour ○ Consistent school rules and routines ○ Praise and high expectations ○ Class monitors (e.g., peg monitors) ○ Class circle time ○ Class visual timetable ○ Emotion coaching approach ○ Roles of responsibility (e.g., school council) ○ Class fidget/sensory resources ○ Certificates and rewards ○ Class dojo points ○ Weekly celebration assembly ○ Incident logs (CPOMS or STAR) ○ Open door policy with regular feedback to parents ○ Attendance monitoring ○ Positive reinforcement of expectations ○ Safeguarding policy followed vigorously by all staff	○ Talking partners ○ Whole school Behaviour policy ○ Collaborative group/paired work opportunities ○ Whole class mindfulness ○ Differentiated and additional learning activities to engage and motivate ○ Growth mindset strategies ○ Whole class visual timetable ○ Application of behaviour policy ○ Transition days for all children within the summer term ○ Welcoming environment ○ Well-being Den access	○ Individual now and next boards ○ Small group nurture sessions ○ Home-school link books ○ Social stories ○ Sand timers or digital timers ○ Social skills group ○ Turn-taking group ○ Explicit emotional recognition or regulation sessions ○ Social stories ○ Additional emotion check-ins ○ Personal transition warnings ○ Family support worker ○ Individual behaviour charts or reward systems ○ Individual visual timetable ○ Check-ins from an adult during unstructured times ○ Additional support at play time ○ Specific social skills modelling for specific children ○ Additional adult support to follow consistent, regular, daily routines e.g. visual reminders ○ One Page Profile ○ Support from school nursing team	○ Individual workstations ○ Personalised PSHE programmes ○ Individual risk assessments ○ Play therapy sessions ○ Highly personalised curriculum ○ Flexible/revised timetable with some temporary withdrawal from some activities ○ Structured lunch time support ○ 1:1 support during playtimes ○ Individual social stories ○ 1:1 TA support for more than 50% of the school day ○ Personalised emotion check-in ○ Personal 'calm down' ○ Personal distress management plan ○ Personal transition preparation ○ Highly structured routines with visual supports ○ Hand-to-hand transfer at the beginning and end of the day ○ Regular access to a calm down space and frequent use of the Wellbeing Den to manage overwhelm by noise/distractions

Sensory and Physical:

Wave 1: Universal Provision 		**Wave 2:** Targeted Interventions 	**Wave 3:** Higher Needs Provision 
○ Fine motor activities within provision ○ Whole class movement breaks ○ Carpet spaces planned to support SEND ○ Appropriate classroom seating to minimise impact of physical disabilities ○ Neutral environment policy ○ Awareness of background noises ○ Uncluttered, organised environment ○ Whole class sensory resources ○ Structured P.E. scheme ○ Appropriate lighting and minimised glare ○ Left and right- handed equipment ○ A range of tactile experiences provided (e.g., sand trays, water play, mud kitchen) ○ Liaison with parents ○ Flexible teaching arrangements ○ Care plans completed and followed ○ Extra time for task completion ○ Monitoring of safety in practical lessons and P.E ○ Large fonts used ○ Ramp at the entrance to school	○ Edging on steps at the main school entrance ○ Smaller toilet facilities ○ Lowered pegs ○ Educational visits - careful planning and adaptations of extra-curricular activities and trips to ensure inclusion ○ Gross motor development promoted in the EYs and though PE curriculum ○ Physical skills developed through PE curriculum and clubs ○ Choice making opportunities ○ Additional thinking time ○ Social and life skills development ○ Emphasis on building independence skills ○ Systems for supporting sensory/mobility needs during fire alarms ○ Visual clues ○ Enclosed room/teaching area ○ Access to the Wellbeing Den ○ Identified quiet areas ○ Support for basic eating, medical or personal care tasks (e.g. inhalers) ○ Up to date Health and Safety policy	○ Additional handwriting support ○ Additional movement and sensory circuits ○ Carpet spots and wobble cushions ○ Resistance bands on chairs ○ Personal fiddle toys ○ OT fine motor group ○ OT MOVES programme ○ Group sensory circuits ○ Weighted resources ○ Writing slopes ○ Targeted adult support ○ Pencil grips ○ Coloured overlays ○ Access to headphones or earplugs ○ Enlarged resources ○ Chewelry ○ Adaptive equipment (e.g., scissors or cutlery) ○ Individual task management boards ○ Social stories ○ Access to a quiet learning area ○ Changes to lighting ○ Reduction of sound/light/noise distractions ○ Additional eating breaks throughout the school day	○ Personal, highly structured sensory diet ○ Directed adult support time to enable access to the curriculum ○ Individual support with self-care ○ Individualised support with eating at lunch time ○ Quiet space to eat lunch ○ Individual risk assessment and reasonable adjustments made to the learning environment ○ Specialist ICT equipment (e.g. visualizer) ○ Touch typing intervention ○ Physiotherapy/Occupational Therapist plans followed in school ○ Additional eating breaks throughout the school day ○ Adaptive learning resources (e.g. large print books) ○ Support with assistive technology (e.g. hearing aids, visualizers or wheelchairs) ○ Height-adjustable furniture ○ 1:1 support as needed ○ Hand to hand transfer at the beginning and end of the school day ○ Extra planning for school transitions