

# Coppice Valley Whole School Provision Map 2023 - 2024



Area of Need	Universal Level Quality First Teaching – Wave 1	Intervention Quality First Teaching + Additional teaching in small groups or 1:1	SEN Support - Personalised Provision
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Clear simple instructions, chunked / given 1 at a time; check for understanding</li> <li>• Clarify, display and refer back to new / difficult vocabulary</li> <li>• Pre-teach vocabulary</li> <li>• Jot down key points / instructions</li> <li>• Give time to process before a response is needed</li> <li>• Visual cues / prompts</li> <li>• Collaborative working opportunities</li> <li>• Consistent use of terms</li> <li>• Repetition and reinforcement of skills</li> <li>• Tasks simplified or extended</li> <li>• Use of tinted backgrounds</li> <li>• Visually supportive environments</li> <li>• Multi-sensory approach to learning</li> <li>• Strategies to support working memory</li> <li>• Pupils' names and eye-contact established before giving instructions</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Inference Training</li> <li>• 1:1 and Paired Reading</li> <li>• Phonics / hfw catch up sessions</li> <li>• 1stClass@Number2</li> <li>• Success@Arithmetic</li> <li>• Adult support in lessons</li> <li>• Pre / post teaching</li> <li>• Catch-up groups</li> <li>• Post-It planning</li> <li>• Supported social and emotional development</li> <li>• SNIP – Dyslexia friendly Literacy programme</li> <li>• SNAP assessment and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke curriculum for Reading, Writing &amp; Maths</li> <li>• Bespoke structured phonics / spelling programmes</li> <li>• Overlearning</li> <li>• Use of precision teaching for key facts / words</li> <li>• Use of voice recorder</li> <li>• Tinted paper / overlays</li> <li>• Bespoke Phonics / high frequency words programmes</li> <li>• Precision Teaching if retention is poor</li> <li>• ALK</li> <li>• Inference Training</li> <li>• Project X/ CODE</li> <li>• Write from the Start</li> <li>• Speed up</li> <li>• Pencil grips / adapted pens</li> <li>• Power lines</li> <li>• Bespoke Handwriting Programme</li> <li>• Strategies to support working memory / reduce cognitive load</li> <li>• Personalised memory programme – see SENCo</li> <li>• Planned 1:1 support in lessons</li> <li>• Use of ICT – ClickerDocs or word processing programmes</li> <li>• Word / vocabulary mats</li> <li>• Opportunity to access and record information in a variety of ways, including IT, mind-mapping, audio / video / dictation to scribe</li> <li>• Developing touch-typing skills</li> <li>• Individual arrangements for SATs</li> <li>• Additional planning arrangements for transition</li> <li>• Input from Locality Hub</li> </ul>

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<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Clear and simple explanations</li> <li>• Chunking instructions</li> <li>• Extra time to process what has been said</li> <li>• Check understanding by asking in a different way</li> <li>• Model correct sentences</li> <li>• Visual support across the curriculum</li> <li>• Broad range of sentence activities, e.g. description, news telling</li> <li>• Talk partner opportunities</li> <li>• Clear language: explain double meanings / idioms / avoid sarcasm etc.</li> <li>• Visual Prompts and cues</li> <li>• Clear rewards and sanctions</li> <li>• Calm learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Attention and listening activities</li> <li>• Pre-/ post-teaching of vocabulary</li> <li>• In-class support to support speech and language.</li> <li>• Verbo – assessment and intervention tool</li> <li>• Prompt cards for group roles and conversation skills</li> <li>• Group Lego Therapy</li> <li>• Flash Academy – EAL programme</li> </ul>	<ul style="list-style-type: none"> <li>• Verbo – NHS assessment and intervention tool</li> <li>• 1:1 Speech and Language support following advice from Speech Therapist</li> <li>• Use of reduced number of information-carrying words when giving instructions</li> <li>• Application of speech targets during the day</li> <li>• Oral blending and segmenting activities linked to reading and spelling</li> <li>• Ear phones</li> <li>• Visual Timetable</li> <li>• Visual Support</li> <li>• Now / Next approach</li> <li>• Alternative Timetable</li> <li>• Social Stories / comic strip conversations</li> <li>• Access to time out area or distraction-free environment</li> <li>• Individual work station</li> <li>• Risk assessments if necessary</li> <li>• Preparation for change of activity / lesson</li> <li>• Systematic organisation of independent learning tasks</li> <li>• Overt explanations made explicit</li> <li>• Use of Communicate in Print to make resources</li> <li>• Sensory toys</li> <li>• Sensory diets / breaks</li> <li>• Individualised programmes of work</li> <li>• Individual arrangements for SATs and assessments</li> <li>• Additional planning arrangements for transition</li> <li>• Speech and Language Therapist – NHS</li> <li>• Locality Hub – C&amp;I Specialist Teacher</li> </ul>

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<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy differentiated according to need.</li> <li>• Emotion Coaching techniques.</li> <li>• All adults model mutually respectful relationships</li> <li>• Differentiated learning activities to engage and motivate</li> <li>• Differentiated use of voice / gesture and body language</li> <li>• Social seating and proximity to teacher</li> <li>• Positive language to redirect &amp; reinforce expectations</li> <li>• Visual and verbal prompts to increase engagement, mutual respect and positive behaviour</li> <li>• PSHE curriculum</li> <li>• Mindfulness and relaxation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA working on group programmes: e.g social skills</li> <li>• Developing Resilience</li> <li>• Socially Speaking</li> <li>• Nurture Group</li> <li>• Monitoring at unstructured times.</li> <li>• Buddy systems</li> <li>• Sand Therapy</li> <li>• The Decider (CBT)</li> <li>• Resilience Framework</li> <li>• Lego Therapy</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and Talking</li> <li>• ELSA working on bespoke programmes</li> <li>• Teaching self-regulation / Zones of Regulation</li> <li>• Regular Check-Ins</li> <li>• Personalised availability of sensory toys to help regulate / calm</li> <li>• Limited choices to engage and motivate</li> <li>• Now and Next Boards</li> <li>• Increased structure, routine and guidance</li> <li>• Calming scripts</li> <li>• Clear rewards and sanctions</li> <li>• Time out systems</li> <li>• Increased structure, routine and guidance</li> <li>• Alternative timetable</li> <li>• Risk Assessments and support plans if necessary</li> <li>• Identify and build on preferred learning styles</li> <li>• Reward / chart system</li> <li>• Individual arrangements for SATs and assessments</li> <li>• Additional planning arrangements for transition</li> <li>• Locality Hub referral</li> <li>• Just B</li> <li>• Healthy Child Team referral</li> <li>• Early Help referral</li> <li>• COMPASS Buzz / Reach referral</li> </ul>

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<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>• Improvements to the acoustic environment</li> <li>• Preferential seating and position of the teacher</li> <li>• Uncluttered / well-organised learning environment</li> <li>• Low Level lighting</li> <li>• Specialist vocabulary available at the start of each topic</li> <li>• Summarise key points at the start and end of each lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting support / practice including Write from the Start and Speed Up</li> <li>• Fine motor activities</li> <li>• Gross motor activities</li> </ul>	<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Support for hearing impaired children</li> <li>• Adapted resources for visually impaired children</li> <li>• Adapted pens / pencil grips</li> <li>• Access to IT programmes / typing skills developed</li> <li>• Sensory diets</li> <li>• Bespoke exercise programmes to help development of shoulder girdle / core / pelvic girdle strength</li> <li>• Fiddle toys</li> <li>• Bespoke exercise programmes as advised by Physiotherapist</li> <li>• Personalised advice based on OT assessment.</li> <li>• Pre-prepared work with date and other details populated</li> <li>• Access to IT programmes</li> <li>• Individual arrangements for SATs and assessments</li> <li>• Additional planning arrangements for transition</li> <li>• OT</li> <li>• VI / HI Teams</li> <li>• Supporting Children and Young People with Co-Ordination difficulties activities and assessment</li> </ul>