



Provision Mapping MHCPS 2023-2024

Area of Need	Universal Learning Provision (ULP)	Standard Targeted Interventions(as part of the ULP offer)	Specialist Provision
<p>Cognition & Learning</p> <p>Pupils who have moderate or profound learning difficulties such as dyslexia or dyspraxia</p>	<p>High quality teaching and learning</p> <p>Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc.</p> <p>Visual timetables.</p> <p>Use of story maps/writing frames</p> <p>Reasonable Adjustments</p> <p>Number lines/ Sound mats/ Illustrated dictionaries/ word mats</p> <p>Guided reading/Reciprocal Reading/Writing/Letters and Sounds/Talk for Writing</p> <p>TT Rock Stars</p>	<p>Hands on Literacy, Time to Talk, Letters and Sounds, Beat Dyslexia, EAL literacy support, Write from the Start, touch typing,</p> <p>In class support from a teacher /TA.</p> <p>Focused group work with teacher/ TA e.g guided reading, Big Maths/Numicon</p> <p>Literacy support, Reading Dog, reading catch-up groups</p> <p>SpLD intervention programme</p> <p>Write from the start/Fine motor skills / Speed up handwriting / Writing slopes /seating wedge/pencil grips</p> <p>Close home-school links so that school are aware of any changes in the home circumstances that may impact on learning</p>	<p>Nurture Provision - Infant and Junior Site</p> <p>SpLD support – advisory teacher input</p> <p>Complex needs advisory teacher input</p> <p>ALNCo becomes involved & monitors progress</p> <p>Annual Review</p> <p>A high level of care and supervision</p> <p>Pupil & parent involvement in the teaching programmes is clearly defined</p>
<p>Communication & Interaction</p> <p>Pupils might experience difficulty in one, some or all aspects of speech and language</p>	<p>High quality teaching and learning</p> <p>Personalised learning targets within class setting</p> <p>Carefully planned differentiation</p> <p>Assessment for learning</p> <p>Visual timetables.</p>	<p>Support within class through small groups and individual support</p> <p>Assessment completed</p> <p>Speech & Language interventions – Time to Talk, Narrative, SALLEY</p> <p>EAL support / specialist dictionaries</p>	<p>Additional groups or individual programmes</p> <p>Multi – agency support</p> <p>ALNCo becomes involved & monitors progress</p> <p>Annual Review</p> <p>Speech and Language targeted support 1:1 with SALT assistant</p>



Provision Mapping MHCPS 2023-2024

	<p>Elkan strategies</p> <p>Talk for Writing</p> <p>Reasonable Adjustments</p> <p>Appropriate deployment of LSA in collaboration with teacher</p> <p>Adult support used to prepare specific resources including use of appropriate IT programmes to support language and communication.</p>	<p>Staff set personalised learning targets for all pupils.</p> <p>Visual timetables</p>	<p>Nurture provision – Infant and Junior site</p> <p>LA Advisory teacher supports</p> <p>Educational Psychologist</p> <p>Speech & language therapy programmes</p> <p>Highly structured and personalised teaching environment.</p> <p>A high level of care and supervision.</p> <p>A consistent approach to multi-sensory communication.</p> <p>This could include the use of Augmentative and Alternative Communication (AAC) devices</p> <p>Specialist placement – LRC, Portfield, PLC, EOTAS</p>
<p>Behaviour, Emotional & Social Difficulties</p> <p>Pupils may demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration. For example, Mental Health difficulties</p>	<p>High quality teaching and learning</p> <p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Increased visual aids/modelling etc.</p> <p>Visual timetables</p> <p>Attachment Awareness Strategies/ Trauma informed school</p> <p>Assemblies</p> <p>Visual timetables.</p> <p>Team Teach Training</p>	<p>Construction Crew</p> <p>Relationship Based Play</p> <p>In class support from a teacher /TA</p> <p>Focused group work with teacher/ TA e.g guided</p> <p>Social Skills group / ELSA/ Circle time/ anxiety group</p> <p>YPLA Adult support</p> <p>Risk Assessment / Positive Handling Plans</p> <p>Emotion Coaching /Team Teach Training</p>	<p>Nurture provision – Infant and Junior site</p> <p>EHWB / CAMHs</p> <p>Behaviour support teacher</p> <p>Multi agencies meetings</p> <p>CBT</p> <p>Individual programmes used to manage emotional and behavioural needs throughout the school day.</p> <p>Staff trained and skilled in responding to very challenging behaviours.</p> <p>A secure, structured and safe learning environment.</p> <p>Support with social interaction and friendships</p>



Provision Mapping MHCPs 2023-2024

	<p>Restorative Practice</p> <p>Scripts</p> <p>Health & Wellbeing lessons</p> <p>Close home - school liaison to ensure reinforcement of strategies and the generalisation of skills.</p>	<p>Milford Mindful Moments</p> <p>Jigsaw</p> <p>Multi agencies: Parent Partnership TAF YIPs Fire Service</p> <p>TAPPAS</p> <p>Pastoral Support Plans (reduced timetable)</p>	<p>Specialist placement – LRC, Portfield, PLC, EOTAS</p>
<p>Sensory and/or Physical</p> <p>Sensory and /or physical this is an area which include a wide spectrum of sensory, multi – sensory and physical difficulties. For example, VI, HI, ASC, Sensory processing</p>	<p>High quality teaching and learning and learning environment</p> <p>Differentiated curriculum planning, activities, delivery and outcomes.</p> <p>Increased visual aids/modelling etc.</p> <p>Reasonable adjustments</p> <p>Visual timetables.</p> <p>Healthcare Plans</p> <p>Movement break</p>	<p>School nurse</p> <p>ELSA/Relationship Based Play</p> <p>VI – specific teaching strategies / use of specialist equipment / use of auditory reinforcement</p> <p>HI – Key adult /opportunities to develop communication skills/ support to develop language and literacy / clear instructions supported with visual cues / sensitive checks of pupils understanding and use of specialist equipment / access to specialist amplification systems such as radio aids</p> <p>ASC –Social stories Social Skills, Sensory activities</p> <p>Sensory – sensory curriculum</p> <p>Risk Assessments</p>	<p>VI –Support from LA advisory teacher and termly review</p> <p>Highly modified learning environment</p> <p>Carefully monitored access to low visual aids.</p> <p>Access to specialist ICT equipment.</p> <p>Access to low vision aids (e.g. CCTV).</p> <p>Extensive modification and adaptation of all curriculum materials (e.g. enlarged text, tactile diagrams and maps, Moon and large print).</p> <p>Regular and frequent access to LA advisory teacher to provide specialist interventions.</p> <p>HI – Support from the LA advisory teacher /Additional targeted teaching in small groups</p> <p>ASC Outreach programmes</p> <p>Specialist placement – LRC, Portfield, PLC, EOTAS</p>



Provision Mapping MHCPs 2023-2024

Planned strategies to combat fatigue

TAPPAS

Multi agencies – TAF, Health professionals

LA Advisory teachers