



Sacred Heart Catholic School Individual Pupil Provision Map

Quality Teaching - Universal - Inclusive quality first teaching for all

To Develop Communication and Interaction Skills:

Speak clearly, not too quickly and use short sentences
Give the pupil simple messages to take to other members of staff
Develop listening skills by reading aloud and using commentary
Pre-teach before a lesson to familiarise them with new vocabulary
Use IT to encourage talk - video, audio recorders etc
Use sequencing and matching activities to develop language

Use a peer with good language skills to support
Use visual cues to support written communication
Use open questions and give time for response
Provide a speaking and listening area in class
Use common vocabulary, key words easily accessible

Supporting Cognition and Learning Skills:

Allow pupils to work at their own pace - allowing extra time where needed
Break learning tasks down into smaller steps - give a break between each one
Give single instructions (step-by-step) this includes homework
Adults model what you want the pupil to do
Offer support structures for written tasks - mind-maps, writing frames, prompt cards, word lists etc.
Check understanding by asking them to repeat what they have been asked to do
Allow pupils to present their work in a range of ways (not always written)
Are aware of a pupil's reading ability when preparing work
Give pupils sufficient thinking time to process information
Enable pupils to work in pairs, small groups, independently and whole class

Developing Social, emotional and mental health Skills:

Consistently apply classroom/school rules for behaviour
Develop resilience; prepare for change in routines
Pair pupils with positive peer to model good behaviour for learning
Incorporate turn taking cooperative learning activities in lessons
Focus on strengths, talents and interests and use positive praise.
Defuse confrontation, change the subject, send pupil on a message or give classroom responsibility

Give one instruction and one task at a time
Make teacher expectations very clear
Offer a quiet, distraction free area of the classroom
Use non-verbal cues to deal with the minor behaviour
Develop anger management strategies - count to 10,
use of stress ball

Supporting Sensory and/or physical needs:

Ensure pupils are seated so they can see whiteboard
Use a visualiser, enlarged text or audio materials
Be aware of bright lights, flickering lights and glare from windows.
Provide extra time as required
Face pupils with hearing impairment when speaking
Use a hearing loop or lapel microphone
Ensure safe movement around classroom and from lesson to lesson
Ensure all learning resources are easily accessible and labelled well.
Pair pupils to ensure they always have some support
Give breaks between learning activities



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Name:

Class:

Date:

Universal and Targeted - time-limited, tailored intervention support programmes

Broad Areas of Concern		Wave 2 Tailored Interventions Support	Staff	Frequency and Timescale
S L C N	Speech, Language and Communication Needs	<ul style="list-style-type: none"> ● Individualised Speech and Language programmes (1:1) ● Makaton / PECS ● Speaking and Listening / Concentration support (small group) ● WELLCOMM programme 		
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> ● Social Stories / emotions bears ● Individual Visual Timetable, Now and Then boards ● Calm and Safe Environments for calming down in class ● Key LSA/staff member 		
C + L	Cognition Skills	<ul style="list-style-type: none"> ● Phonics, CVC words, high frequency words, word recognition skills (small group) ● Pre and post teaching (small group) ● Reading comprehension literal input / inference input (small group) ● Early morning booster sessions (small group) ● Sentence support (small group) ● Grammar input (small group) ● Handwriting / Dough Gym / Fine motor skills (small group) ● Specialised programmes that develop co-ordination. ● Times tables programme (small group) 		
	Specific Learning Needs	<ul style="list-style-type: none"> ● LSA support addressing misconceptions and catch-up sessions (small group / 1:1) ● Vocabulary building (1:1) ● Precision Teaching – phonics, spelling rules and patterns (1:1) ● Daily Reader (1:1) ● Precision teaching – links to spellings, reading (1:1) ● Precision teaching – links to number recognition, times tables (1:1) ● Coloured overlays / books 		
S E M H	Behavioural Needs	<ul style="list-style-type: none"> ● LSA – welcome and check ins check out at the end of the school day. ● Access to Specialist Support (Inclusion Team) 		
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> ● Nurture groups, LSA check in / groups ● Safe spaces - fidget toys / calming resources ● Sensory self-regulate boxes and safe space in the classroom. ● Anxiety, self esteem, resilient groups ● Primary Outreach worker – Inclusion Team ● Access to school counsellor, play therapy. ● Input to Emotional Wellbeing and Mental Health Service (EMWHS) ● Lunch time clubs 		
S + P	Hearing Impairment	<ul style="list-style-type: none"> ● Access to Hearing Impairment Specialist ● FM receivers ● Hearing Loops 		
	Visual Impairment	<ul style="list-style-type: none"> ● VIA – via Kingsdown Special School 		
	Multi-Sensory	<ul style="list-style-type: none"> ● Risk Assessment and individualised support – safe space, sensory space 		
	Physical Impairment	<ul style="list-style-type: none"> ● Disabled toilets – hoists ● Reasonable physical adaptations 		