

## Wave 1 Provision Map - Whole School

| Cognition and Learning  | Communication and Interaction  | Social, Emotional and Mental Health  | Physical and/ or Sensory   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Active involvement in board work/ lesson inputs</li> <li>• Coloured background used on Interactive Whiteboard</li> <li>• Differentiated curriculum, activities, delivery and outcome</li> <li>• Enhanced provision, e.g. Curiosity Corner <i>[Reception]</i></li> <li>• Explicit, shared learning objectives and success criteria</li> <li>• Guided reading sessions <i>[Reception and Years 1 &amp; 2]</i></li> <li>• Individualised targets shared with children</li> <li>• Interactive/ dyslexic friendly displays</li> <li>• Learning presented in small manageable chunks in a range of styles, understanding checked and instructions repeated if needed</li> <li>• Learning/ talk partners</li> <li>• Mentoring <i>[Years 2, 4, 5 &amp; 6]</i></li> <li>• Peer and self-assessment</li> <li>• Physical/ practical apparatus (e.g. Numicon)</li> <li>• Scaffolding of learning tasks</li> <li>• Shared learning journeys <i>[Reception]</i></li> <li>• Stimulating learning environment</li> <li>• Streamed Maths lessons <i>[Years 2 to 6]</i></li> <li>• Systematic Synthetic Phonics Programme (Little Wandle) <i>[Reception to Year 2]</i></li> <li>• Universalised fonts - print only <i>[Reception to Year 2]</i> or print only for dyslexic readers <i>[Years 3 to 6]</i></li> <li>• Use of breakout/ quiet spaces <i>[Years 1 to 6]</i></li> <li>• Use of knowledge organisers <i>[Years 1 to 6]</i></li> <li>• Use of technology to capture attention</li> <li>• Use of writing frames/ checklists/ task planners/ timers</li> <li>• Visual aids (e.g. multiplication grids/ number lines)/ modelling</li> <li>• Word mats/ key word lists <i>[Years 1 to 6]</i></li> <li>• Writing checklists/ toolkits <i>[Years 1 to 6]</i></li> </ul> | <ul style="list-style-type: none"> <li>• Extra time allowed to process information</li> <li>• Key vocabulary on display</li> <li>• Simplified language, avoiding use of non-literal language</li> <li>• Speech and Language support, e.g. Poetry Basket <i>[Reception]</i></li> <li>• Structured school and class routines</li> <li>• Subject-specific word banks (vocabulary)</li> <li>• Visual aids/ modelling</li> <li>• Vocabulary slides and word cards <i>[Reception]</i></li> </ul> | <ul style="list-style-type: none"> <li>• Buddy system between Year 6 and Reception children <i>[Reception and Year 6]</i></li> <li>• Circle time <i>[Reception and Years 1, 2, 4 &amp; 6]</i></li> <li>• Mindfulness colouring</li> <li>• Positive behaviour management, including whole class reward system</li> <li>• Safe space/ tent with sensory support tools (in medical area)</li> <li>• Transition programme for incoming Reception children <i>[Reception]</i></li> <li>• Transition visits to next class/ teacher</li> <li>• Transition warnings</li> <li>• Visual timetable and talk-through</li> <li>• Whole school behaviour policy with emphasis on therapeutic thinking approach</li> <li>• Whole school worry box</li> <li>• Whole school/ class rules</li> <li>• Zones of Regulation whole-school approach, including classroom display and Zones Check-Ins</li> </ul> | <ul style="list-style-type: none"> <li>• Calm down/ busy box <i>[Reception and Years 1 &amp; 2]</i></li> <li>• Fine motor activities/ hand strength and manipulation activities <i>[Reception and Y1]</i></li> <li>• Flexible teaching arrangements</li> <li>• Individual movement breaks (lanyards), e.g. wall press-ups</li> <li>• Large/ triangular pencils <i>[Reception]</i></li> <li>• Staff aware of any medical conditions, e.g. food allergies, asthma</li> <li>• Staff aware of implications of physical/ sensory impairment</li> <li>• Whole class movement/ sensory breaks</li> <li>• Write Well handwriting programme</li> <li>• Writing in different textures, e.g. sand, cornflour mix, chalk <i>[Reception]</i></li> </ul> |

Wave 1 Provision, or 'Quality First Teaching', is the effective inclusion of all pupils in high-quality everyday personalised teaching, which takes into account the learning needs of all the children in the classroom. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.