



## Stanton-in the-Peak Whole School Provision Map

### Whole School Provision Map

Our whole-school provision map has been created is to visually represent the range of interventions, additional staffing, and support available to all pupils, including those with special educational needs and disabilities (SEND). It outlines how our school supports all students, from high-quality universal teaching to targeted interventions and specialised interventions. It serves as a guide for staff and parents as to what is on offer at our school.

**At Stanton-in-Peak C of E Primary School, we use a wide range of strategies to identify whether our pupils may have a cognition and learning need. In addition to discussions with parents, we also use the following approaches:**

- Teacher observations
- SENDCo observations
- Ongoing phonics assessments
- White Rose Maths assessments
- Cornerstones assessments
- Formative Footprints
- Celebratory Checkpoints
- National Curriculum age-related expectations
- Pupil progress meetings and data tracking
- Work scrutiny and book looks
- Standardised assessments (e.g., reading or spelling age tests)
- Learning walks and classroom environment reviews
- In-class support and intervention monitoring
- Feedback from external agencies (e.g., Educational Psychologist, Speech and Language Therapist)
- Pupil voice – gaining insight into how pupils view their own learning

Should you require more information on any of our services or support for your child, please contact Mrs Wyer either in person or on [a.wyer@peaktorfederation.co.uk](mailto:a.wyer@peaktorfederation.co.uk).

## Cognition and Learning

Cognition and learning involve the mental processes of acquiring knowledge and understanding through thought, experience, and the senses. Learning is a process of acquiring, maintaining, and using knowledge, relying on cognitive processes like memory, language, and reasoning.

## Cognition and Learning

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ Mind-maps</li> <li>○ Sentence starters</li> <li>○ High frequency word mats</li> <li>○ Sound mats</li> <li>○ Vocabulary bank</li> <li>○ High frequency words</li> <li>○ Now and next boards</li> <li>○ Use of mini white boards</li> <li>○ Visuals to support understanding</li> <li>○ Picture prompts to support understanding</li> <li>○ Grapheme mats</li> <li>○ Alphabet mats</li> <li>○ Alphabet arc</li> </ul> <p><b>Task supports</b></p> <ul style="list-style-type: none"> <li>○ Differentiated outcomes</li> <li>○ Differentiated work</li> <li>○ Sentence starters</li> <li>○ Scaffolded writing</li> <li>○ Knowledge organisers</li> <li>○ Success criteria</li> <li>○ Modelling practical - maths</li> <li>○ Modelling – visual</li> <li>○ Yellow tone overlay on IWB</li> </ul>	<ul style="list-style-type: none"> <li>○ Memory games</li> <li>○ Specific learning vocabulary</li> <li>○ Concrete materials (such as numicon, counters, base ten etc)</li> <li>○ Alternative / extra 1:1 reading opportunities</li> </ul> <p><b>Schemes / interventions (maths)</b></p> <ul style="list-style-type: none"> <li>○ Plus 1</li> <li>○ Power of 2</li> <li>○ Wave 3 maths</li> </ul> <p><b>Schemes / interventions (literacy)</b></p> <ul style="list-style-type: none"> <li>○ Toe by Toe</li> <li>○ Phonics interventions Little Wandle</li> <li>○ Talking pens</li> <li>○ Talking tins</li> <li>○ Handwriting (<i>Write From the Start</i>)</li> <li>○ Catch-up Little Wandle</li> <li>○ Overlays</li> <li>○ 1:1 support</li> <li>○ Individualised work</li> <li>○ Use of technology (i.e. dictation)</li> <li>○ Movement breaks</li> <li>○ KS1 / KS2 – spelling intervention around high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>○ Education Psychologist</li> <li>○ Inclusion Support Advisor</li> </ul>

<ul style="list-style-type: none"> <li>○ Writing frames</li> <li>○ TA scaffolds</li> <li>○ Worked examples</li> <li>○ Scaffolds (example? 'Watch me ... Let's do together ... your turn')</li> <li>○ Task instructions on a visual</li> <li>○ Limited (if any) need to read from the board. Alternatives provided as needed</li> <li>○ Titles, learning objectives, date etc provided to learner</li> </ul> <p><b>Concrete materials</b></p> <ul style="list-style-type: none"> <li>○ Using manipulatives</li> <li>○ Talking tins</li> <li>○ Dictionaries</li> <li>○ Maths: numicon, counters, tens frames, number lines</li> <li>○ Physical letters (in EYFS)</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Reading groups</li> <li>○ Mixed ability partners</li> <li>○ Flashbacks</li> <li>○ Over learning</li> <li>○ Class teacher misconception support</li> <li>○ Peer group work</li> <li>○ Rewards (DoJo) Stars of the Week. House points</li> <li>○ brain breaks</li> <li>○ Extra reading</li> <li>○ Limited copying from the board</li> </ul>	<ul style="list-style-type: none"> <li>○ Action words for reading and spelling</li> <li>○ Personalised reading and spelling cards</li> </ul>	
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<ul style="list-style-type: none"><li>○ Thinking time</li><li>○ Multi-sensory approaches</li><li>○ Linking to past, present and future learning</li><li>○ Includes opportunities for self-checking</li><li>○ Opportunities for over-learning</li><li>○ Awareness of cognitive overload</li><li>○ Alternative ways of recording (pictures, mind maps etc.)</li><li>○ Use of working wall</li><li>○ Task understanding checked by an adult</li></ul> <p><b>Schemes / interventions</b></p> <ul style="list-style-type: none"><li>○ Readers' Theatre (fluency group)</li><li>○ Little Wandle (R to Y2)</li><li>○ White Rose maths books</li></ul>		
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## Communication and Interaction

Communication and interaction encompass the ways individuals communicate and engage with others, including through verbal and non-verbal means. It's a broad term that includes everything from simple conversations to complex social interactions, and it's vital for developing relationships and understanding the world around us.

## Communication and Interaction

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ First / next boards</li> <li>○ Visual timetable</li> <li>○ Visual prompts</li> <li>○ Visual / written task lists</li> <li>○ Spot timers</li> <li>○ Working walls</li> </ul> <p><b>Task supports</b></p> <ul style="list-style-type: none"> <li>○ Writing aids</li> <li>○ Alternative ways to feedback and share ideas</li> <li>○ Instructions and tasks chunked</li> </ul> <p><b>Concrete materials</b></p> <ul style="list-style-type: none"> <li>○ Use of technology (voice recorder)</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Readers' Theatre</li> <li>○ Processing time</li> <li>○ Peer feedback reworded to whole class</li> <li>○ Paired / group work</li> <li>○ Simplified instructions</li> <li>○ Using child name to ensure attention</li> </ul>	<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ Individual visual timetable</li> <li>○ Spot timer</li> <li>○ Now and next boards</li> <li>○ Talking Tins</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Red/green work box (basket work)</li> <li>○ checklists</li> </ul> <p><b>Schemes / interventions</b></p> <ul style="list-style-type: none"> <li>○ Colourful Semantics</li> <li>○ Lego Support</li> <li>○ Black Sheep Press resources</li> </ul> <p><b>Task supports</b></p> <ul style="list-style-type: none"> <li>○ Bespoke curriculum</li> <li>○ Ipad with speaker</li> </ul>	<p>SALT Inclusion Support Advisor</p>

- Checking learner understanding
- Learners given clear roles during discussion task
- New vocabulary pre-taught
- Adult awareness of language demands
- Behavioural expectations clearly communicated.

## Social, Emotional and Mental Health

Social, Emotional and Mental Health Difficulties (SEMH) are a type of Special Educational Needs and Disabilities (SEND). Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

## Social, Emotional and Mental Health

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ School Rules</li> </ul> <p><b>Task supports</b></p> <p><b>Concrete materials</b></p> <ul style="list-style-type: none"> <li>○ Fidget toys</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Seating plans</li> <li>○ Space and time</li> <li>○ Routines and daily timetable</li> <li>○ Communication with staff</li> <li>○ Relationships with staff</li> <li>○ Count downs</li> <li>○ Small group work (awareness)</li> <li>○ Reflection areas</li> <li>○ Meet and Greet</li> <li>○ Success and positives celebrated ('catch them being 'good')</li> <li>○ Small group work</li> <li>○ Develop a sense of belonging through motivating / enjoyable activities</li> </ul>	<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ Visual check-in</li> <li>○ Emotion charts</li> <li>○ Sand timer</li> </ul> <p><b>Task supports</b></p> <ul style="list-style-type: none"> <li>○ Red green cards</li> <li>○ Key 'code' words to ask for adult support</li> </ul> <p><b>Concrete materials</b></p> <ul style="list-style-type: none"> <li>○ Other selected books around anxiety</li> <li>○ Learning journal as a link between school and home</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Meet and Greet</li> <li>○ Time with adults 1:1 using a motivating or chosen activity</li> <li>○ Alternative start and finished times</li> <li>○ Proactive, preventative strategies</li> <li>○ Reasonable adjustments to behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>○ Compass workshops</li> <li>○ 1:1 mentoring</li> <li>○ De-escalation plan</li> <li>○ Identified key figures</li> <li>○ Incredible five-point scale activities</li> <li>○ Children Adolescent Mental Health Service (CAMHS)</li> <li>○ Counselling</li> <li>○ Engagement Team</li> <li>○ Inclusion Support Advisory Team (ISAS)</li> <li>○ Tailor Made Programmes (TMP)</li> <li>○ Out of School Tuition (OOST)</li> <li>○ Art Therapy</li> <li>○ Music Therapy</li> <li>○ Family Support at Lady Manners</li> </ul>

<ul style="list-style-type: none"> <li>○ Use questions to motivate, <i>I wonder why...</i></li> <li>○ Restorative approach</li> <li>○ Relationship focused approach</li> <li>○ Understanding of behaviour as communication</li> <li>○ Consistent messages of behaviour expectations (with flexible approaches)</li> <li>○ De-escalation strategies used effectively</li> <li>○ Develop self-regulation strategies</li> <li>○ Clearly defined work / task times</li> <li>○ Movement breaks</li> <li>○ Calm corners</li> </ul> <p><b>Schemes / interventions</b></p> <ul style="list-style-type: none"> <li>○ Forest school</li> <li>○ Worry Monster</li> <li>○ Teacher mailbox</li> <li>○ Tidy-up song</li> </ul>	<ul style="list-style-type: none"> <li>○ Structured lunch and playtimes</li> <li>○ Designated safe spaces</li> <li>○</li> </ul> <p><b>Schemes / interventions</b></p> <ul style="list-style-type: none"> <li>○ ELSA available in school</li> <li>○ Positive Play</li> <li>○ Lego Therapy</li> <li>○ Social stories</li> <li>○ Worry box</li> <li>○ Behaviour Box</li> <li>○ Comic strip conversations</li> </ul>	
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## Sensory and/or Physical

Sensory and physical needs encompass difficulties with sensory processing or physical abilities that can impact a person's ability to access and engage in activities, including learning. These needs can arise from various conditions, such as congenital conditions, injury, or disease.

**How is need identified for sensory and physical difficulties?**

**Fine motor / gross motor:** teacher observation for fine and gross motor skills.

**Sensory processing needs** using teacher observation and Sensory Processing Toolkit.

**Physical** usually already identified by GP/paediatrician.

### Sensory and/or Physical

Quality First Teaching - All Pupils	SEN support – Targeted support	SEN Support – Specialist support
<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ Visual prompts</li> </ul> <p><b>Concrete materials</b></p> <ul style="list-style-type: none"> <li>○ Fidgets</li> <li>○ Ear defenders</li> <li>○ Talking Tins</li> <li>○ Recording software</li> <li>○ Sand timers</li> <li>○ Pencil grips / pencil shapes</li> <li>○ Finger space helpers</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Sensory play available</li> <li>○ Trim Trail</li> <li>○ EYFS outdoor area</li> <li>○ Intimate care</li> <li>○ Adapted work to enable children to write less</li> </ul>	<p><b>Memory supports / visuals</b></p> <ul style="list-style-type: none"> <li>○ Visuals to support brain break choices</li> <li>○ Visuals to communicate when sensory overload makes processing hard</li> </ul> <p><b>Environmental / organisational / strategies</b></p> <ul style="list-style-type: none"> <li>○ Timetabled, proactive movement breaks</li> <li>○ Targeted proprioceptive / vestibular breaks</li> </ul> <p><b>Schemes / interventions</b></p> <ul style="list-style-type: none"> <li>○ Sensory circuits</li> <li>○ Active Hands</li> <li>○ Smart Moves</li> <li>○ Extra time for activities and exams</li> </ul>	<ul style="list-style-type: none"> <li>○ School nurses</li> <li>○ Inclusion Support Advisor</li> <li>○ Physiotherapist</li> <li>○ Occupational therapist</li> <li>○ Visual Impairment team</li> <li>○ Hearing Support team</li> <li>○ Specialised equipment and medical aid.</li> </ul>

- Regulation activities
- Brain breaks

**Schemes / interventions**

- Forest School
- Dough Disco
- Go Noodle
- Fine motor skills
- Squiggle Whilst you Wiggle
- Visual activities
- Music based activity

- Scribe