

St John's Upper Holloway CE Primary School Individual Provision Map

Name:	Date of Birth:	Area of Need* : <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Cognition (Thinking) and Learning <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Sensory and/or Physical	Key for Rag Rating <div>Not achieved</div> <div>Partially achieved</div> <div>Achieved</div>
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History about me:	How I communicate:	Likes:
	What is important to me:	Dislikes:
How best to support me:	Things I need help with:	

Autumn Term – September – December

Outcome				RAG	Review Comments		
End of Term Attainment		Reading		Writing		Maths	
Attendance:				Punctuality:			

Spring Term – January – March

Outcome				RAG	Review Comments		
End of Term Attainment		Reading		Writing		Maths	
Attendance:				Punctuality:			

Summer Term – April – July

Outcome				RAG	Review Comments		
End of Term Attainment		Reading	3B+	Writing	2W+	Maths	3W
Attendance:				Punctuality:			

Wave 1- Initial Concerns Quality First Teaching for All	Area of need	Wave 2 – Supported Concerns Intervention to support pupils under achieving or underperforming <i>In addition to Wave 1</i> <i>Pupil passport</i>	Wave 3 – Continued Concerns Intervention for pupils with Identified Special Educational Needs <i>In addition to Wave 1 & 2</i> <i>Support plan</i>
<p>Adaptions through:</p> <ul style="list-style-type: none"> planning organisation delivery/ modelling task support/resources provided <ul style="list-style-type: none"> Clear and consistent boundaries Use of high-quality working walls to support children’s learning. Whiteboard display – visual distress friendly text (14+ font, wide spaced lines, neutral coloured paper) Whole class vocabulary enrichment Individual targets/ success criteria actively used Little Wandle phonics programme <ul style="list-style-type: none"> Main program Talk partners (with visual prompts) Seating position Seated next to a pupil who can offer peer support Class/group-based targets actively used. Reduction of cognitive load- writing frames, concrete materials, scaffolding frames, worked examples, sentence structure etc A wide range of learning aids e.g. word banks, dictionaries, working walls, etc Handwriting support: writing slope, pencil grips, handwriting guides/ frames Alternative recording strategies Structured school and classroom routines Whole school, structured positive behaviour management system. Zones of Regulation Emotions check-ins Calm zones Verbal instructions and information backed up by visual support and processing time Visual prompts: videos, diagrams, Widget 	Cognition and Learning	<ul style="list-style-type: none"> Planned opportunities for pre-teaching pupils. Additional small group guided sessions focusing on needs led provision: Reading, comprehension, spelling, number, maths xx x week Little Wandle phonics programme <ul style="list-style-type: none"> Rapid catch up SEN Program IDL (Spelling online) Spelling Shed phonics program Number Sense (small group intervention) Use of coloured overlays, coloured writing paper Boxing Sentences Colourful Semantics Present work in a familiar way- scaffolding Processing time Social stories Lego therapy Bucket time Alternative presentation- speech to text/ drawing/ audio/ video 	<ul style="list-style-type: none"> Individual timetable Interventions recommended by specialists 1:1 support with TA/LSA/SENCO XX x week Modified Numeracy/literacy programmes Intense Literacy support Individual targets in area of need e.g. memory skills Individual arrangements for SATs and other tests ICT programmes e.g. Clicker 7, Wordshark Numbershark Additional planning/arrangements for transition Outreach advice and recommendations Toe by Toe Y3-Y6 5 Minute Box 1& 2 x week Number box x week Little Wandle 1:1 phonics EP Referral Individual timetable Now and next boards School Nurse
	Communication and Interaction	<ul style="list-style-type: none"> Speech and language group support Additional modelling/repetition Wellcomm group Word Aware Language for thinking School groups social skills (e.g. Talkabout) x week Specific language enrichment (e.g. Word Aware/Language for Thinking) Specific use of ICT programmes (eg. Clicker 7) Lego Therapy Shape coding Colourful semantics Social stories Bucket time Barrier games Tasks broken down into smaller chunks 	<ul style="list-style-type: none"> Individual curriculum modification Individual timetable Speech therapy delivered by SALT/TA Individual arrangements for SATs Individual laptop Specific use of ICT programmes (e.g. Clicker 7) Additional planning/arrangements for transition Makaton Objects of reference support Use of PECS and visuals to communicate Speech and Language Therapists Now and next boards

<ul style="list-style-type: none"> ▪ Tasks broken down into chunks: task planners, timers, countdowns, 1:1 ▪ Playground monitoring systems in place ▪ Use of rewards e.g. stickers/certificates, Dojo points/Brilliant Book ▪ Additional thinking/processing time ▪ Tasks broken down into smaller chunks: task planners, timers, countdowns, 1:1 ▪ Visual timetables clearly visible and used daily ▪ Flexible use of support staff to support to check for understanding ▪ Use of ICT –iPads, IWB, laptops to specifically support ▪ Targeted lunchtime and after school clubs ▪ Language of choice and positive reframing ▪ Movement breaks and sensory circuits ▪ Social stories ▪ Fidget/ sensory resources 	Sensory and/or Physical	<ul style="list-style-type: none"> ▪ OT skills support ▪ Staff and peer awareness of physical difficulties and how they can support individuals (e.g. specific arrangements for PE and swimming) ▪ Small group handwriting sessions xx x week ▪ Touch Typing support ▪ Fine motor skills work ▪ LDA 'Write from the Start' ▪ Awareness of the fatigue ▪ Sensory diet ▪ Sit 'n' Move cushion ▪ Hearing/visual aid equipment ▪ Break system in place with sensory breaks/ circuits ▪ Planned sensory room sessions ▪ Weighted jacket/ heavy work built into timetable ▪ Mindfulness activities timetable 	<ul style="list-style-type: none"> ▪ Individual timetable ▪ Discreet adult monitoring to ensure support and safety ▪ Modified expectations in P.E. ▪ Support with personal care ▪ Specific adaption of material/tasks, individual modified equipment (e.g. keyboard/chairs) ▪ Additional planning/arrangements for transition ▪ Individual programme based on OT advice ▪ Personal Workstation ▪ Sensory Tent/ Sensory Room ▪ Physiotherapist ▪ Occupational Therapist ▪ Now and next boards
	Social, Emotional & Mental Health	<ul style="list-style-type: none"> ▪ Small group social skills programme (e.g. self-esteem, social stories) XX x week ▪ 1:1 or group intervention focusing on pastoral and emotional wellbeing. ▪ Lego group ▪ Turn-taking groups ▪ Planned time in Sensory room ▪ Focussed playground monitoring/intervention by staff. ▪ Circle of Friends ▪ Talkabout Friendship group 	<ul style="list-style-type: none"> ▪ Individual timetable ▪ School/external individual counselling/behaviour support ▪ Weekly or daily meeting's with parents or carers ▪ Home school communication books ▪ Individual behaviour chart/pastoral support plan ▪ Additional planning/arrangements for transition ▪ PEP ▪ Art therapy ▪ Rainbows Bereavement Support ▪ CAMHS referral ▪ NRC outreach service ▪ Now and next boards