



St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life

St Joseph's Provision Map

This document outlines the provision available at St Joseph's to meet the needs of our children. It follows a graduated response approach. It is set out under the four areas of special needs - Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and / or Physical.

Wave 1 Provision - Quality First Teaching, through quality first teaching, our staff make reasonable adjustments to include all children. The majority of needs will be met through this provision. This provision includes high quality teaching and learning.

Wave 2 Provision - Targeted, is additional time limited provisions such as small-group interventions to meet children's needs aiming to enable them to work at age related expectations. These interventions are for children who are not progressing sufficiently with Wave 1 Provision. The class teacher and SENCO identify these children through ongoing teacher assessment and tracking. We may involve specialist agencies for advice. Students do not need to be on the school SEND register in order to access interventions.

Wave 3 Provision – Personalised, is specific, targeted interventions for children with SEND who are identified as requiring additional support enabling them to achieve their potential. Where, despite action being taken over 3 cycles, a child has not made expected progress we will consider requesting an EHCP from the local authority. These will be for children who require highly individualised curriculum or strategies.

Reviewed and updated by the SENCO September 2025.
This document is reviewed annually.

Cognitive and Learning

Wave 1 Quality First Teaching	Wave 2 Targeted Provision	Wave 3 Personalised Provision
<ul style="list-style-type: none"> ❖ Knowing the child well ❖ Inclusive learning environment ❖ Quality teaching ❖ Effective questioning ❖ Structured routines ❖ Peer Support ❖ Group work ❖ Focused small group support ❖ Visual timetables ❖ Learning objective and success criteria ❖ Modelling and examples ❖ Adapted planning and delivery of the curriculum e.g. language, resources and outcomes ❖ Child and peer assessment of work ❖ High expectations of learning ❖ Learning support resources and prompts e.g. writing frames, word mats, practical or pictorial resources ❖ Verbal or recorded feedback ❖ Appropriate, ambitious and creative curriculum ❖ Talking partners ❖ Class or individual task board (task breakdown) ❖ Alternative ways of recording ❖ Pastel background on IWB, colour overlays ❖ Multisensory teaching ❖ Reading programme ❖ School trips, speakers, residential ❖ Child productions and class assemblies 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Plan as appropriate ❖ Appropriate modifications to the classroom / school environment ❖ Additional LSA support in class for English / Maths to reinforce instructions and break down learning ❖ Small group intervention e.g. phonics, reading, BRP (Boosting Reading Practice) comprehension, maths booster or pre-teach, handwriting ❖ Online phonics programme, Literacy Gold ❖ LSA support to pre-teach topic and key word vocabulary ❖ Pre-teaching and overlearning small group, paired or 1:1 interventions e.g. precision teaching and Literacy for All ❖ Differentiated resources to support children's needs e.g. number resources, sound and word mats, prompt cards and writing frames ❖ Dyslexia friendly reading books ❖ Support from outside agencies e.g. Specialist Teachers for Inclusive Practice, Educational Psychologist ❖ Extra time to understand tasks and to plan answers and work ❖ Tasks broken down into steps ❖ Individualised task boards ❖ Individual arrangements for seating / groupings ❖ Increased home-school links ❖ Increased multisensory teaching ❖ Staff training linked to needs 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Plan to identify areas for support and expected outcomes ❖ Secure, structured and safe learning environment ❖ Structured and personalised learning programme as appropriate ❖ Group, paired or individual support in understanding and applying concepts ❖ Access to IT to support with learning ❖ Individualised visual timetable ❖ Individual prompt cards ❖ Small group, paired or 1:1 highly targeted provision according to individual need ❖ Evidence based interventions where possible. Intervention programmes such as Toe by Toe, 1stclass@number, success@ arithmetic, precision teaching ❖ Personalised transition arrangements

Communication and Interaction

Wave 1 Quality First Teaching	Wave 2 Targeted Provision	Wave 3 Personalised Provision
<ul style="list-style-type: none"> ❖ Knowing the child well ❖ Inclusive learning environment ❖ Quality teaching ❖ Structured routines ❖ Modelling of speech and language ❖ Communication prompt cards ❖ Opportunities for role play and show and tell ❖ Visual timetables and visual prompts ❖ Learning objective and success criteria ❖ Modelling and examples ❖ Differentiated planning and delivery of curriculum e.g. simplified use of language, resources and outcomes ❖ Cue in child before giving instructions ❖ Instructions short, clear and broken into chunks ❖ Appropriate level of questioning ❖ Talk time to reinforce learning and practise vocalising thoughts ❖ Additional time to formulate answers verbally ❖ Consideration given to seating to minimise distraction ❖ High expectations of learning ❖ Staff awareness of communication needs ❖ Verbal feedback given to children ❖ Varied and creative curriculum ❖ Multisensory teaching ❖ Modelling social skills ❖ Class assemblies 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Plan (if identified as SEND) ❖ LSA supporting in class with language and communication where appropriate ❖ Small group, paired or 1:1 intervention e.g. speech articulation, language skills, vocabulary ❖ Social skills groups ❖ LSA support to pre-teach topic and key word vocabulary ❖ Break and lunch time support with communicating and social skills ❖ Differentiated resources to support children's needs e.g. prompt cards, visuals ❖ Support from outside agencies e.g. Freemantles ASD outreach, REMA (Race Equality and Minority Achievement), Surrey Speech and language Service, NHS Early Years Speech and Language, Specialist Teachers for Inclusive Practice ❖ Time given for the child to understand tasks and plan work ❖ Time to talk though learning ❖ Adult modelling of good language ❖ Time for the child to repeat back instructions to ensure understanding ❖ Transition support 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Plan to identify areas for support and expected outcomes ❖ Individualised visual timetable ❖ Visual cards to support understanding and transitions ❖ Targeted intervention according to individual need e.g. social / emotional programme, English, Maths, vocabulary, individual specific targets ❖ 1:1 speech and language programme as directed by the speech therapist ❖ Individualised interventions in place linked to therapist or Outreach advice ❖ Makaton as directed by therapist ❖ ELKLAN trained TA support ❖ Repetition and chunked instructions ❖ Language for thinking activities ❖ Social stories and comic strip conversations ❖ Individual task board ❖ Individualised multisensory programme ❖ Adaptation of tasks ❖ Secure, structured and safe learning environment ❖ Outside agencies advice such as speech therapists, EP, ASD Outreach ❖ Secure, structured and safe learning environment ❖ Personalised transition arrangements ❖ Individualised curriculum linked to needs

Social, Emotional and Mental Health

Wave 1 Quality First Teaching	Wave 2 Targeted Provision	Wave 3 Personalised Provision
<ul style="list-style-type: none"> ❖ Knowing the child well ❖ Inclusive learning environment ❖ Assemblies and Mass ❖ Inclusive ethos and behaviour policy ❖ Nurturing, praise and encouragement ❖ Class and school reward systems ❖ Class charter ❖ PSHE sessions ❖ Safeguarding training for all staff ❖ Feeling boards and / or worry boxes ❖ Playground buddies ❖ Learning breaks ❖ Class visual timetable ❖ Clear structure and routines ❖ Children prepared for changes ❖ Short and clear instructions ❖ Clear timescales ❖ Clear learning expectations ❖ Consideration given to seating ❖ Transition visits ❖ Celebration of work evening ❖ Children's work displayed ❖ Allotment visits in year 3 ❖ A variety of clubs after school ❖ Lunch time play equipment and club ❖ Differentiated planning and delivery of curriculum e.g. language, resources and outcomes ❖ Checking in with children ❖ Alternative ways of recording and adaptations to motivate children ❖ Environment modified to take account of social and emotional needs 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Plan (if identified as SEND) ❖ LSA support in class ❖ Further modifications in the class ❖ Group, paired or 1:1 interventions linked to social and emotional need ❖ Individual behaviour reward charts ❖ Break time and lunch time support ❖ Varied resources to support specific needs e.g. calm/sensory box ❖ Social stories / comic strip conversations ❖ Individual visual timetable ❖ Now, next and then visuals ❖ Use of interests to motivate ❖ Peer support systems ❖ Model, coach and reinforce skills ❖ Consideration given to lighting and noise in and around the school ❖ Prompt cards, task board ❖ Support with independence ❖ Zones of Regulation ❖ Child given responsibilities ❖ Calm areas available in class ❖ Individual learning breaks ❖ Tasks broken down into chunks ❖ Choices, rewards and sanctions ❖ Seating arrangements considered ❖ Flexible grouping ❖ Secure, structured and safe learning environment 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Support Plan to identify areas for support and expected outcomes ❖ Secure, structured and safe learning environment ❖ Pastoral support with social or emotional needs e.g. 5 point scale, drawing and talking programme ❖ Bereavement support ❖ Support from outside agencies e.g. Specialist Teachers for Inclusive Practice, ASD Outreach, Educational Psychologist, Young Carers, Inclusion Officer ❖ CAMHS referral ❖ Individual proactive behaviour plans or Personal Support Plan ❖ Pastoral team support, such as ELSA ❖ Individual calm area out of class ❖ Individual workstation ❖ Adapted curriculum ❖ Individual checklist ❖ Break and lunch time support with social interaction ❖ Reward sessions ❖ Revised timetable ❖ Additional transition support between classes and schools ❖ Quieter place available at lunch ❖ Adapted or individualised curriculum ❖ Personalised transition arrangements

Sensory and / or Physical

Wave 1 Quality First Teaching	Wave 2 Targeted Provision	Wave 3 Personalised Provision
<ul style="list-style-type: none"> ❖ Knowing the child well ❖ Inclusive learning environment ❖ Care plan / risk assessment ❖ Multi-sensory approach to learning ❖ Staff awareness and relevant training as appropriate for physical impairment ❖ Playground equipment ❖ Accessible buildings with appropriate furniture in classrooms ❖ Learning breaks ❖ Varied resources to support general needs e.g. pencil grips, triangular pencils, adapted scissors, sloped board ❖ Minimise need for extensive handwritten recording e.g. Chrome Book, group recording ❖ Appropriate seating within the classroom and school such as assemblies and lunch ❖ Sensory equipment ❖ Visual timetable ❖ Enlarged materials ❖ Support and modelling during PE and swimming lessons ❖ Advice and visits from relevant professionals e.g. hearing impairment, physical disability ❖ Clear adult speech and eye line for lip reading 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Group interventions focusing on physical and sensory needs e.g. gross and fine motor activities, handwriting ❖ Occupational Therapist exercise programmes ❖ Varied resources to support specific needs e.g. move and sit mats, writing slope, adapted scissors, adapted cutlery, fiddle toys, sensory equipment ❖ Consideration given to class environment e.g. lighting, noise and displays ❖ Advice from the school nurse ❖ Allowing time for child to complete activities or move around ❖ Pastel background on IWB and clearly coloured whiteboard pens ❖ Peer group awareness ❖ Additional opportunities to practise skills ❖ Learning breaks ❖ Support to access learning ❖ Advice and visits from relevant professionals e.g. hearing impairment, physical disability ❖ Good speech models ❖ Differentiation to access curriculum 	<p>Support may include:</p> <ul style="list-style-type: none"> ❖ Individual SEND Plan to identify areas for support and expected outcomes ❖ Support from outside agencies as appropriate e.g. Occupational therapist, Hearing Impairment Service, Physical Sensory Support Service, Physiotherapist ❖ Individual equipment as advised by specialists ❖ Use of school lift ❖ Gross motor apparatus e.g. balance board ❖ Good speech models ❖ Good seating to aid hearing and lip reading or vision ❖ Consideration to the environment and hearing / vision / physical needs ❖ Advice and visits from relevant professionals e.g. hearing impairment, physical disability ❖ Care plan / risk assessment ❖ Learning breaks ❖ Significant differentiation to access curriculum ❖ Following care plans / risk assessments ❖ Adapted resources