

Pimlico Primary Provision Map

Area of Difficulty	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Quality First teaching with differentiation. • Support Staff in every class. • Visual aids to support key vocabulary. • Small class and group sizes for phonic learning. • Access to assessment for identification of significant needs. • Dedicated and caring staff who value all students regardless of ability. 	<ul style="list-style-type: none"> • Small group booster sessions in phonics. • Small group booster sessions in Maths. • Individually targeted child friendly plans for pupils. • Support from an external agency where appropriate. • Assessment and identification of learning need feedback to parents and staff. • Three meetings a year with parents and pupils to plan bespoke. 	<ul style="list-style-type: none"> • Educational Psychologist referrals and input. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Individually targeted Teaching Assistant support in mainstream lessons. • Targeted homework sent home for follow-up
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Quality First teaching with differentiation. • Support staff in every class. • Visual aids to support key vocabulary. • Speaking and Listening opportunities in classes. • Access to assessment for identification of significant needs. • Care taken with pupil groupings. • Careful use of seating plans. • Dedicated and caring staff who value all students regardless of ability. 	<ul style="list-style-type: none"> • Targeted group work in speaking, listening and language. NHS. • Targeted group work in speaking, listening and language with the Speech and Language Therapy team delivered by Words 1st. • Assessment and identification of language need and feedback to parents and staff. • Transition support into secondary school. • Timetabled groups of intervention. • Where needed, help from an external agency. • Three meetings a year with parents and pupils to plan bespoke. 	<ul style="list-style-type: none"> • Speech and Language Therapist NHS. • 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP such as the Words 1st SLCN service. • Individually targeted Teaching Assistant support in mainstream lessons. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).

<p><i>Social, Emotional and Mental Health</i></p>	<ul style="list-style-type: none"> • Quality first tutor time teaching with differentiation. • Support staff in every class. • Clear and structured reward and sanction systems. • Child Protection officer. • Access to assessment for identification of significant needs. • Care taken with pupil groupings. • Careful use of seating plans. • 	<ul style="list-style-type: none"> • Targeted PSHCE lessons in tutor time. • Group sessions for pupils for targeted pupils provided by Place2Be. • Support for transition. • In-class support in some lessons. • Lunch-time drop-in. 	<ul style="list-style-type: none"> • Counselling service – Place2Be. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Educational Psychologist referrals and input.
<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> • Quality first teaching of PE with differentiation. • Subject specialist teachers. • Trained First Aiders and a Medical Room. • All areas of school are made accessible. • Access to assessment for identification of significant needs. 	<ul style="list-style-type: none"> • Resources to support fine and gross motor difficulties. • A sensory resource room called the 'safe space'. • Intervention rooms to engage in Occupational Therapy programs. 	<ul style="list-style-type: none"> • School Nurse. • Referrals to the Occupational Therapist.