**PROVISION MAP**                                                     **Jay - YEAR 6**

| PROVISION | TARGET GROUP/ entry criteria | OUTCOMES | delivered by | Monitoring – who when how | Evidence base/ recommen ded by | frequency (times per day/ week/ term) | duration | Intensity group size | Term cost – not per child | Year Cost |
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| Small class Literacy intervention – writing programme.<br><br>In class - Giving topic based vocab on flash cards with definitions on the back. Provide most frequent word lists. | Students with SpLD who are working below expected levels or who scored ≤ 85% on standard WRAT test. | Will use CVC spelling patterns with greater confidence. Will be able to consistently use accurate sentences in her writing. | Specialist teacher or trained HTLA.<br><br>Class Teacher and support staff in Year 6. | Teacher and support staff in Year 6 & SENCo ½ termly<br><br>Teacher assessments SENCO lit group analysis based on programme. | Evidence based lit course – Greg Brooks<br><br>EP Standard test scores. | 1 x week | 1 hour | 4 | £260 | £779 (if HTLA) |
| In class - Encouraging use of strategies like mnemonics. Allow extra time for reading and writing and replying. Use of mind maps before any writing is attempted. Multi sensory approach. | Students with identified SpLD | Will be able to use tools known to support dyslexia and memory difficulties. | Class Teacher and support staff in Year 6. | CT – daily/weekly SENCo- termly Teacher assessments | Rose report<br><br>EP/ SENCo /Dyslexia Teacher | 2 x day | 2 hours (total) | 6 | £303 | £908 |
| Guided reading/vocab/reading group<br><br>In class - Encouraging breaking up into | Low reading age score | Develop the use of strategies that help to increase her comprehension skills so that she can read | TA | CT – ½ termly TA- weekly SENCo – termly | EP/ SENCo /Dyslexia Teacher | 2 x week<br><br>2 x week | 40 mins (total)<br><br>30 mins | 4<br><br>1:1 | £30<br><br>£91 | £91<br><br>£272 |

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| syllables when tackling tricky/long words. | | more varied text. | | Teacher assessments SENCO analysis based on programme. | | | | (total) | | |
| Small class numeracy intervention – 4 basic operations.<br><br>In class - use of practical teaching aids for numeracy. E.g. number lines, objects, visuals. Practical application related to real life scenarios. | Students who are working below expected levels or who scored ≤ 85% on standard test. | Develop her practical numeracy concepts so that she can apply this knowledge to solve problems. | Trained HTLA. | Teacher and support staff in Year 6 & SENCo ½ termly.<br><br>Teacher assessments SENCo - small group analysis based on programme. | EP/Class teacher/standard school tests. | 1 x week | 1 hour | 4 | £260 | £779 (if HTLA) |
| Social skills development through structured adult facilitated games in the classroom or at lunch club/after school club. | Vulnerable/ quiet students with some social anxiety | Develop social skills so that she can form friendships with same age peers. | Class Teacher and support staff in Year 6. | TA- weekly SENCo – termly<br><br>Observations | School staff/Parent /YP | daily | Integrated into school day | Paired/ small group | £0 | £0 |
| Hand strengthening exercises. Touch typing. Fine motor skills activities. | Students with fine motor difficulties. | Will engage in activities and strategies to better develop her handwriting/typing skills. | TA | TA- weekly SENCo – termly<br><br>Teacher assessments | OT/ Dyslexia Teacher/ SENCo | 1 x day | 15 mins Or (40 mins a week as) | 1:1 | £242 | £726 |
| To organise equipment and workspace, before beginning a | Students with | Strengthen her organisational skills. | TA | TA- weekly SENCo – | OT/ Dyslexia | 1 x day or as | 10 mins | 1:1 | £151 | £454 |

| task. Support with homework etc | organisational difficulties | | | termly | Teacher/ SENCo | required | | | | |
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| Implement coordinated structured plan. A visual transition plan. Co-ordination and dialogue between family and teachers. Structured visits to potential secondary schools. | SEND group – Anxiety/ vulnerable | Will learn to use strategies that help reduced anxiety about change. Will transition smoothly to secondary school and develop the strategies she needs to help her prepare for predictable changes in school. | Learning Mentor. | Learning mentor – weekly SENCo - ½ termly Parent Completing transfer booklet or worksheet. | SENCo/EP | Weekly for one term. | 30 mins 20 mins | Group of 4 1:1 | £26 £69 | £26 £69 |