

Provision Map Summer Term: Reception

JOHN MORRIS	CLASS: RECEPTION	TEACHER: MS BASCHE	TERM 3
Quality first teaching strategies.	<p>Differentiation and QFT:</p> <ul style="list-style-type: none"> -Interactive Whiteboard with clear instructions about the school day. - Key vocabulary on display. - Talking tins. - Task boards. <p>Assessment for learning: Through outcome and EYFS Baseline.</p> <p>Behaviour management strategies:</p> <ul style="list-style-type: none"> - 'When I Feel Angry' board to discuss, remind and support children of strategies to use when they're experiencing a particular emotion. - Quiet Room for 5 minutes time-out or respite. - Zone board for whole class behaviour management. - Bespoke zone board for John to cater for his behavioural needs. - Menu of Rewards for John's choosing, when he is in Green on his zone board - Now Next and Then board. - Sensory equipment fidget box, calm corner, weighted blanket. - Visual cues on lanyard for instant visual instructions. - Bespoke timetables for Thrive activities. - Minimal language for clear and direct instruction. - Home School liaison book. Agreed for parents to be informed of John 's behaviour in writing, rather than verbally. - Red assist card if a child is needing to be positively handled, or is hurting another child or adult with intent. 		
Outside Agency Involvement/Referrals:	<p>Steve Vincent (Family Support Worker, FFD)</p> <p>No SEND Referrals as of yet. School are working with parents towards CCN Referral.</p>		

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
Minimised Carpet Expectations Use of sand timers to demonstrate expectation for carpet time	1:Class	As and when required	John		To support John during adult directed times. John to understand and follow adult direction willingly. For larger group carpet times to become a more positive experience for John.	Engage in whole class learning for longer periods of time.	C&L, LA&U Not on Track	
Thrive Mrs Newman daily as and when needed.	1:6 and 1:1	Bespoke timetables of daily thrive activities to support Mani with managing with classroom activities all day.	John		Developing a positive sense of self and understanding and respecting self and others To see an improvement in his emotional development and improved concentration and behavior in class.	To have stronger emotional development to support John in managing a happy school life.	Use Thrive Data to Support	
Transition Time Use of sand timers as pre-warning. Countdowns Now, Next, Then Board	1:1	Regularly throughout the day	John		To transition from one activity, to another (including carpet times) without defiance.	Manage an increasing number of transitions from activity to activity (including carpet time).	C&L, LA&U Not on Track	
Fine Motor Support	1:5 with Mrs Riaz	3 x weekly	John		To improve fine motor strength in order to hold a pencil. To form letters correctly, most of which are of a consistent size.	John will be able to use the correct pencil grip and form capitals and lowercase letters correctly	PD, FM Not on Track	