

# Provision map Summer: Year 1 2023

JOHN MORRIS	CLASS: UNICORNS	TEACHER: MRS SHERWOOD	TERM 2
High Quality Teaching	<p><b>Adaptions:</b> See adaptions sheet.</p> <p><b>SEND compliance :</b> cream colored whiteboard, colored paper, task management/boards, knowing expected outcomes, visual timetables, use of voice, seating plan. Calm quiet areas, words mat, sound banks, Cusp-book marks, consistency and routines, chanting and oral repetition.</p> <p><b>Assessment for learning:</b> Through outcome, NGRT use of Pixel tracking, PM benchmarking. Phonics assessments.</p> <p><b>Behaviour management strategies:</b> Quiet area in the classroom for children to take themselves when they need a break. Emotion cards to help children recognize their emotions. Thrive support in class for help with behaviour. Timers for behaviour management.</p>		

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
<b>Wave 3:</b> <b>Thrive.</b> 2 x weekly with trained practitioner.	1:1	30-40 minutes twice a week.	John		To see an improvement in his emotional development and improved concentration and behavior in class.	For John to have better and stronger emotional development. Also, for John to help him to cope with school and to recognize positive and negative feelings within himself and how to deal with this.	Thrive data	

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
<b>Wave 3 and HQT support for John Morris:</b> Home school liaison book, safe space. Calming toys, ear defenders. Use of timers for transitions, gross and fine motor activities. Thrive sessions, sticker chart to meet three key targets.	1:1 and whole class.	Daily	John Morris		To enable John to be able to regulate and participate in whole class activities.  To continue as daily provision.	To be able to reach his end of year targets.	Exp	