



Whole School Provision Map

School Name:

Pupil no:

Child Name:

Stage of COP and Provision:

Date of Birth:

Name of Teacher/SENCO and Year of Attendance:

Physical ☐ EYIT Training for all staff, RISE NI training, Roots of Development training ☐ Adapted physical equipment (OT advised) ☐ Disabled toilet ☐ High visibility entrances and exits ☐ Avail of SEN budget ☐ Own practice adapted ☐ Room layout and furniture adapted for use ☐ Provide appropriate physical activity schedule ☐ Facilitate other professionals' visits ☐ Access and facilitate peripatetic and outreach support ☐ Use of differently abled puppets and playfigures ☐ 1:1 assistance ☐ IEP's/PLPs ☐ Code of Practice ☐ Partnership working with HSCT colleagues ☐ RISE NI partnership ☐ Manual handling training ☐ Risk assessments with appropriate advice from EA/HSCT ☐ Child specific training e.g. stoma training, epilepsy training, diabetes training ☐ Makaton training, global use and Makaton Friendly School Award ☐ School Total Communication Approach ☐ Additional SEN specialist Teaching through PSEISF, 1:1 & small group	Dyspraxia ☐ EYIT training for all staff, CIDS training, Roots of Development training ☐ Classrooms are uncluttered and minimalistic ☐ Lots of opportunities for fine and gross motor development ☐ OT support sought ☐ Use of tripod pens and pencils/grippers ☐ Use of appropriate equipment for needs eg chunky paintbrushes ☐ Focused observations which inform planning and profiles ☐ IEP's ☐ Code of Practice ☐ Pupil profiling system which informs of needs and risk factors ☐ Small group work ☐ Sensory and movement programmes ☐ Proprioception activities ☐ Fundamental movement support ☐ Specific RISE NI activities ☐ Additional SEN specialist Teaching through PSEISF, 1:1 & small group	Dysphasia ☐ EYIT training for all staff, RISE NI training, Roots of Development training ☐ Speech and Language Programmes ☐ Speech and Language referrals and screening ☐ Observe OWL protocols ☐ Model correct speech patterns ☐ Rhymes, repetition and praise ☐ Speech mirrors ☐ Choice board ☐ PECS ☐ Universal symbols ☐ School Total Communication Approach ☐ Additional SEN specialist Teaching through PSEISF, 1:1 & small group ☐ IEP/PLP
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ASD / Unspecified speech, language and communication difficulties

- ☐ EYIT training for all staff, RISE NI training, Roots of Development training
- ☐ ASD specific training e.g. Barnardos keyhole, Neurodiversity in the workplace
- ☐ Gestalt Language Processing training and approaches used
- ☐ PDA training and awareness
- ☐ Adapting to low demand approach if needed for specific children
- ☐ Playgroup/appropriate setting visit
- ☐ Contact with Health Visitor
- ☐ Speech Therapy screening
- ☐ Visual schedules
- ☐ Timers
- ☐ Differentiated curriculum
- ☐ Work stations
- ☐ Use of visual cues throughout curriculum eg symbols
- ☐ Awareness of sensory issues
- ☐ Sensory/movement programmes
- ☐ Whole class schedule
- ☐ Social stories
- ☐ PECS
- ☐ Makaton
- ☐ Object schedules
- ☐ A&L programme
- ☐ Parent programme & training
- ☐ Small group work
- ☐ Time to talk social language programme
- ☐ Primary movement programme
- ☐ Co-regulation and joint attention building activities e.g. attention autism, Tac Pac
- ☐ Calm plan
- ☐ Trauma informed/Therapeutic approach implemented, training and individual plan
- ☐ IEP's/PLPs

ASD / Unspecified speech, language and communication difficulties continued

- ☐ Code of Practice
- ☐ Teach social skills
- ☐ ASD support services, HSCT/EA, including SENEYIS & IMPACT teams or Solution Focused Hubs
- ☐ Staff awareness of latest research and findings, ASD
- ☐ Middletown support and training including whole school referral options
- ☐ School Autism Impact Award and training
- ☐ School Autism Champion
- ☐ Makaton training, global use and Makaton Friendly School Award
- ☐ Use of Communication Friendly Spaces
- ☐ School Total Communication Approach

ADD/ADHD

- ☐ EYIT training for all staff, RISE NI training, Roots of Development training
- ☐ RISE NI specific A&L building activities and approaches
- ☐ Structures put in place in addition to daily routine eg 3 tasks daily, whole class schedule
- ☐ Sandtimers
- ☐ Medication awareness
- ☐ Awareness of dietary impact
- ☐ Small group work
- ☐ Judicious use of time out – give child control and teach awareness of body and brain signals to alert to break needed – help/break card/signal
- ☐ Behaviour support
- ☐ Co-regulation and joint attention building activities e.g. attention autism, Tac Pac
- ☐ Calm plan
- ☐ Trauma informed/Therapeutic approach implemented, training and individual plan
- ☐ Specific targeting of attention and listening skills throughout the curriculum
- ☐ Lola A&L programme
- ☐ Musical/therapeutic approaches to building A&L
- ☐ Plan for questioning
- ☐ Seek parental support
- ☐ Appropriate use of physical activity
- ☐ Sensory/movement programmes
- ☐ Ensure attention initiated/given during whole group activities eg quiet room, and whole class activities
- ☐ Repetition of instructions
- ☐ Use of visual cues and supports
- ☐ Develop auditory processing/memory through musical activities
- ☐ Provide support for social skills
- ☐ IEP's
- ☐ Code of Practice
- ☐ HSCT/EA, including SENEYIS & IMPACT teams or Solution Focused Hubs
- ☐ School Total Communication Approach
- ☐ Additional SEN specialist Teaching through PSEISF, 1:1 & small group

Dyslexia	DAMP	Additional Tools and Supports
☐ Time to Talk Programme ☐ Use of music and movement ☐ Pupil profiling system which informs of needs and risk factors ☐ Provide concrete experiences in number awareness ☐ Use of number songs and rhymes ☐ Use of music and movement ☐ Develop rhythm ☐ Use of visual cues and prompts ☐ Minimise amount of information given ☐ Colour coding ☐ Build self-confidence ☐ Build tracking skills from left to right ☐ Develop sequencing and prediction skills ☐ Teach organisational skills ☐ Appropriately provide for kinaesthetic learners ☐ Overlearn skills ☐ Develop auditory memory and processing ☐ Build working memory ☐ Minimise classroom clutter and noise ☐ Reduce stimulus in learning environments and quiet rooms ☐ Develop thinking skills and plan for use of questioning ☐ Focused observations which inform planning and profiles ☐ Primary Movement ☐ Movement Programme ☐ School Total Communication Approach ☐ Additional SEN specialist Teaching through PSEISF, 1:1 & small group ☐ IEP/PLP	☐ EYIT training for all staff, RISE NI training, Roots of Development training ☐ Develop rhythm ☐ Use of visual cues and prompts ☐ Minimise amount of information given ☐ Colour coding ☐ Build self-confidence ☐ Build tracking skills from left to right ☐ Develop sequencing and prediction skills ☐ Teach organisational skills ☐ Appropriately provide for kinaesthetic learners ☐ Overlearn skills ☐ Programme to develop phonological/memory and oral language skills ☐ Develop auditory memory and processing ☐ Co-regulation and joint attention building activities e.g. attention autism, Tac Pac ☐ Minimise classroom clutter and noise ☐ Reduce stimulus in learning environments and quiet rooms ☐ Develop thinking skills and plan for use of questioning ☐ Focused observations which inform planning and profiles ☐ IEP’s ☐ Code of Practice ☐ Pupil profiling system which informs of needs and risk factors ☐ Additional SEN specialist Teaching through PSEISF, 1:1 & small group ☐ IEP/PLP	☐ Welcome screening and activities ☐ Teaching Talking 2 screening and activities ☐ BPVS 2 ☐ Boxall profile ☐ Language Screening tool ☐ Sensory screening tool ☐ ASD screening tool ☐ Baseline screening ☐ All day observation ☐ Focused observations ☐ ABC’s ☐ Calm plans ☐ Primary Movement screening ☐ Inclusive environment aprons, containing timers, skin brushes, visuals, chew toys, social stories, countdown strips