



Sandal Castle (VA) Community Primary School
 Headteacher: Mrs N T Russell BA Hons PGCE NPQH
 www.sandalcastleprimary.co.uk



Sandal Castle Primary School

Inclusive Provision Mapping

Foundation Stage			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; • Alphabet strips; • Number lines; • Letters and numbers in all provision areas; • Full time TA support; • Visual timetable. • Modelling play skills 	<ul style="list-style-type: none"> • Additional name writing; • 'It's in a Little Bag' • NELLI 	<ul style="list-style-type: none"> • Individual work based on Learning Log Targets (IEP's)
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; 	<ul style="list-style-type: none"> • Small group vocabulary building with TA • Working alongside in provision areas modelling simple language 	<ul style="list-style-type: none"> • Individual work based on Learning Log Targets (IEP's) • Object based visual timetable • Symbol based visual timetable • Individual music interaction



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	<ul style="list-style-type: none"> • Simplified language; • 'I Can' small group vocabulary building with TA; • Working alongside in provision areas modelling simple language; • Musical Interaction • Individual Learning Log work; • Object based visual timetable • Symbol based visual timetable; • Individual musical interaction; • Language rich environment • Full time TA class support; • Visual timetable; • Role play area; 	<ul style="list-style-type: none"> • Music Interaction 	<ul style="list-style-type: none"> • Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative practice • certificates for celebrating achievement at home 	<ul style="list-style-type: none"> • Talk About 	<ul style="list-style-type: none"> • Learning mentors • SPARKS and SPARLETS nurture groups.
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; 	<ul style="list-style-type: none"> • 'It's in a Little Bag' • Fit to Learn 	<ul style="list-style-type: none"> • Individual Learning Log work



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	<ul style="list-style-type: none"> • Staff aware of implications of physical/ sensory impairment; • PE – specialist teacher and coaches. • High quality outdoor classroom 	<ul style="list-style-type: none"> • Pencil grips 	<ul style="list-style-type: none"> • Sensory basket – touch and feel • Sensory basket – sound • Provision of chewelry, wobble cushions, ear defenders
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Year 1			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; • Alphabet strips; • Number lines; • Example of excellent work on display • Full time TA support; • Visual timetable. • Informative marking • Homework. • Synthetics Phonic programme – RWI 	<ul style="list-style-type: none"> • Rainbow words intervention • Numicon intervention • Fine motor skills intervention • RWI phonics small group work • Sentence Smart intervention • Clicker • Nessy • Small group writing focus intervention • EAL intervention groups. • Direct phonics intervention • SPRINKLES / SPRINKLIES Cognition, Speech and • Additional staff member for Primary Steps maths support. 	<ul style="list-style-type: none"> • Individual work based on Learning Log Targets (IEP's) • 1 to 1 dyslexia focus intervention group. • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group



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	<ul style="list-style-type: none"> • Spelling programme – RWI • Cracking comprehension. 	Language and Communication group.	
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • small group vocabulary building with TA; • Full time TA class support • Visual timetable • Small world/ role play area 	<ul style="list-style-type: none"> • Music Interaction • Talk About • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • Individual Learning Log Work • Object based visual timetable • Symbol based visual timetable • Now and next boards • Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative practice • certificates for celebrating achievement at home • Celebration assembly 	<ul style="list-style-type: none"> • Talk About • Breakfast club • Afterschool clubs • Learning mentor • Lunchtime clubs • SPARKS drop in • SPRINKLES 	<ul style="list-style-type: none"> • Learning mentors • SPARKS and SPARKLETS nurture groups. • TA support at playtimes/ lunchtimes • Behaviour plans • Individual reward systems • Lunchtime clubs • SPARKS drop in • SRPRINKLES
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; 	<ul style="list-style-type: none"> • 'It's in the Bag' • Fit to Learn 	<ul style="list-style-type: none"> • Individual Learning Log work



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	<ul style="list-style-type: none"> • Staff aware of implications of physical/ sensory impairment; • PE – specialist teacher and coaches. • High quality outdoor classroom 	<ul style="list-style-type: none"> • Pencil grips • Writing slopes 	<ul style="list-style-type: none"> • Provision of fiddle toys, chewelry, wobble cushions, ear defenders • Modifications of print • Specialist school writing books • Writing slopes • Individual health care plans
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Year 2			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; • Alphabet strips; • Number lines; • Example of excellent work on display • Full time TA support; • Visual timetable. 	<ul style="list-style-type: none"> • Rainbow words intervention • Numicon intervention • Fine motor skills intervention • 1st class at numbers intervention • RWI phonics small group work • Sentence Smart intervention • Clicker • Nessy • Small group writing focus intervention • Additional staff member for Pre Key Stage maths support. 	<ul style="list-style-type: none"> • Individual work based on Learning Log Targets (IEP's) • 1 to 1 dyslexia focus intervention group. • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group



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	<ul style="list-style-type: none"> • Informative marking • Homework. • Synthetics Phonic programme – RWI • Spelling programme – RWI • Cracking comprehension. 	<ul style="list-style-type: none"> • EAL intervention groups. • Direct phonics intervention • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. • Additional part time teacher – focusing on reading and writing intervention. 	
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • small group vocabulary building with TA; • Full time TA class support • Visual timetable • Small world/ role play area 	<ul style="list-style-type: none"> • Music Interaction • Talk About • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • Individual Learning Log Work • Object based visual timetable • Symbol based visual timetable • Now and next boards • Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative practice • certificates for celebrating achievement at home 	<ul style="list-style-type: none"> • Talk About • Breakfast club • Afterschool clubs • Learning mentor • Lunchtime clubs 	<ul style="list-style-type: none"> • Learning mentors • SPARKS and SPARKLETS nurture groups. • TA support at playtimes/ lunchtimes • Home school book • Behaviour plans • Individual reward systems



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	<ul style="list-style-type: none"> • Celebration assembly 		<ul style="list-style-type: none"> • Lunchtime clubs • SPARKS drop in • SRPRINKLES
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE – specialist teacher and coaches. • High quality outdoor classroom 	<ul style="list-style-type: none"> • ‘It’s in the Bag’ • Fit to Learn • Pencil grips • Writing slopes 	<ul style="list-style-type: none"> • Individual Learning Log work • Provision of fiddle toys, chewelry, wobble cushions, ear defenders • Modifications of print • Specialist school writing books • Writing slopes • Individual health care plans

Year 3			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; • Alphabet strips; • Number lines; • Example of excellent work on 	<ul style="list-style-type: none"> • Rainbow words intervention • Numicon intervention • Fine motor skills intervention • RWI phonics small group work • Sentence Smart intervention • Clicker • Nessy • Small group writing focus • Additional staff member for Primary Steps maths support. 	<ul style="list-style-type: none"> • Individual work based on Learning Log targets • 1 to 1 dyslexia focus intervention group. • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group • Daily Readers



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	<p>display</p> <ul style="list-style-type: none"> • Full time TA support; • Visual timetable. • Informative marking • Homework. • Synthetics Phonic programme – RWI • Spelling programme – RWI • Cracking comprehension. 	<p>intervention</p> <ul style="list-style-type: none"> • EAL intervention groups. • Direct phonics intervention • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • small group vocabulary building with TA; • Full time TA class support • Visual timetable 	<ul style="list-style-type: none"> • Talk About • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • Individual Learning Log Work • Object based visual timetable • Symbol based visual timetable • Now and next boards • Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative practice • certificates for celebrating 	<ul style="list-style-type: none"> • Talk About • Breakfast club • Afterschool clubs • Learning mentor • Lunchtime clubs 	<ul style="list-style-type: none"> • Learning mentors • SPARKS and SPARKLETS nurture groups. • TA support at playtimes/ lunchtimes • Home school book • Behaviour plans



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	<ul style="list-style-type: none"> achievement at home Celebration assembly 		<ul style="list-style-type: none"> Individual reward systems Lunchtime clubs SPARKS drop in SRPRINKLES
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements; Staff aware of implications of physical/ sensory impairment; PE – specialist teacher and coaches. High quality outdoor classroom 	<ul style="list-style-type: none"> Fit to Learn Pencil grips Writing slopes 	<ul style="list-style-type: none"> Individual Learning Log work Provision of fiddle toys, chewelry, wobble cushions, ear defenders Modifications of print Specialist school writing books Writing slopes Individual health care plans

Year 4			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Illustrated dictionaries; Alphabet strips; Number lines; 	<ul style="list-style-type: none"> Rainbow words intervention Numicon intervention Fine motor skills intervention RWI phonics small group work Sentence Smart intervention Clicker Nessy 	<ul style="list-style-type: none"> Individual work based on Learning Log targets 1 to 1 dyslexia focus intervention group. SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group



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	<ul style="list-style-type: none"> • Example of excellent work on display • Full time TA support; • Visual timetable. • Informative marking • Homework. • Synthetics Phonic programme – RWI • Spelling programme – RWI • Cracking comprehension. 	<ul style="list-style-type: none"> • Small group writing focus intervention • Additional staff member for Primary Steps maths support. • EAL intervention groups. • Direct phonics intervention • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • Daily Readers
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • small group vocabulary building with TA; • Full time TA class support • Visual timetable 	<ul style="list-style-type: none"> • Talk About • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • Individual Learning Log Work • Object based visual timetable • Symbol based visual timetable • Now and next boards • Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative practice 	<ul style="list-style-type: none"> • Talk About • Breakfast club • Afterschool clubs • Learning mentor • Lunchtime clubs 	<ul style="list-style-type: none"> • Learning mentors • SPARKS and SPARKLETS nurture groups. • TA support at playtimes/ lunchtimes • Home school book



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	<ul style="list-style-type: none"> • certificates for celebrating achievement at home • Celebration assembly 		<ul style="list-style-type: none"> • Behaviour plans • Individual reward systems • Lunchtime clubs • SPARKS drop in • SRPRINKLES
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE – specialist teacher and coaches. • High quality outdoor classroom 	<ul style="list-style-type: none"> • Fit to Learn • Pencil grips • Writing slopes 	<ul style="list-style-type: none"> • Individual Learning Log work • Provision of fiddle toys, chewelry, wobble cushions, ear defenders • Modifications of print • Specialist school writing books • Writing slopes • Individual health care plans

Year 5			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; • Alphabet strips; 	<ul style="list-style-type: none"> • Rainbow words intervention • Numicon intervention • Fine motor skills intervention • RWI phonics small group work • Sentence Smart intervention • Clicker • Nessy 	<ul style="list-style-type: none"> • Individual work based on Learning Log targets • 1 to 1 dyslexia focus intervention group. • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication



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	<ul style="list-style-type: none"> • Number lines; • Example of excellent work on display • Full time TA support; • Visual timetable. • Informative marking • Homework. • Synthetics Phonic programme – RWI • Spelling programme – RWI • Cracking comprehension. 	<ul style="list-style-type: none"> • Small group writing focus intervention • EAL intervention groups. • Direct phonics intervention • Additional staff member for Primary Steps maths support. • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • group • Daily Readers
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • small group vocabulary building with TA; • Full time TA class support • Visual timetable 	<ul style="list-style-type: none"> • Talk About • SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> • Individual Learning Log Work • Object based visual timetable • Symbol based visual timetable • Now and next boards • Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; 	<ul style="list-style-type: none"> • Talk About • Breakfast club • Afterschool clubs • Learning mentor • Lunchtime clubs 	<ul style="list-style-type: none"> • Learning mentors • SPARKS and SPARKLETS nurture groups. • TA support at playtimes/ lunchtimes



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	<ul style="list-style-type: none"> • Restorative practice • certificates for celebrating achievement at home • Celebration assembly 		<ul style="list-style-type: none"> • Home school book • Behaviour plans • Individual reward systems • Lunchtime clubs • SPARKS drop in • SRPRINKLES
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE – specialist teacher and coaches. • High quality outdoor classroom 	<ul style="list-style-type: none"> • Fit to Learn • Pencil grips • Writing slopes 	<ul style="list-style-type: none"> • Individual Learning Log work • Provision of fiddle toys, chewelry, wobble cushions, ear defenders • Modifications of print • Specialist school writing books • Writing slopes • Individual health care plans

Year 6			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; 	<ul style="list-style-type: none"> • Rainbow words intervention • Numicon intervention • Fine motor skills intervention • RWI phonics small group work • Additional staff member for Primary Steps maths support. • Nessy 	<ul style="list-style-type: none"> • Individual work based on Learning Log targets • 1 to 1 dyslexia focus intervention group. • SPRINKLES / SPRINKLIES Cognition, Speech and



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	<ul style="list-style-type: none"> Alphabet strips; Number lines; Example of excellent work on display Full time TA support; Visual timetable. Informative marking Homework. Synthetics Phonic programme – RWI Spelling programme – RWI Cracking comprehension. 	<ul style="list-style-type: none"> Small group writing focus intervention EAL intervention groups. Direct phonics intervention SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<p>Language and Communication group</p> <ul style="list-style-type: none"> Daily Readers 1 to 1 tuition Boosters
Communication and Interaction	<ul style="list-style-type: none"> Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; Visual aids/ modelling; Simplified language; small group vocabulary building with TA; Full time TA class support Visual timetable 	<ul style="list-style-type: none"> Talk About SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group. 	<ul style="list-style-type: none"> Individual Learning Log Work Object based visual timetable Symbol based visual timetable Now and next boards Individual speech therapy programmes
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy; Whole school/ class rules; Whole school reward/ 	<ul style="list-style-type: none"> Talk About Breakfast club Afterschool clubs Learning mentor 	<ul style="list-style-type: none"> Learning mentors SPARKS and SPARKLETS nurture groups. TA support at playtimes/



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	<p>sanction systems;</p> <ul style="list-style-type: none"> • Restorative practice • certificates for celebrating achievement at home • Celebration assembly 	<ul style="list-style-type: none"> • Lunchtime clubs 	<p>lunchtimes</p> <ul style="list-style-type: none"> • Home school book • Behaviour plans • Individual reward systems • Lunchtime clubs • SPARKS drop in • SRPRINKLES
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE – specialist teacher and coaches. • High quality outdoor classroom 	<ul style="list-style-type: none"> • Fit to Learn • Pencil grips • Writing slopes 	<ul style="list-style-type: none"> • Individual Learning Log work • Provision of fiddle toys, chewelry, wobble cushions, ear defenders • Modifications of print • Specialist school writing books • Writing slopes • Individual health care plans



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