



# Penygelli CP School

## Provision Matrix 2024 - 2025



	Universal Provision (UP)	Targeted Universal Provision (TUP)	Additional Learning Provision (ALP)
Definition:	Provision available to <b>all</b> learners	Provision available to individuals or groups of learners who have been identified as needing additional targeted intervention	Learners have agreed additional learning provision (ALP)
ALN Code	<p>Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education and is something which is generally made available in schools.</p> <p>Most children and young people will require a differentiated approach in some aspect of their education at some point (ALN Code 20.14).</p>	<p>All education settings are expected to put in place differentiated teaching or other <u>targeted interventions</u> designed to secure better progress where appropriate, for all learners. <b>This is a fundamental element of high quality – but routine – teaching</b> (ALN Code 20.14).</p>	<p>A person has additional learning needs if he or she has a <u>learning difficulty or disability</u> (whether the learning difficulty or disability arises from a medical condition or otherwise) <u>which calls for additional learning provision</u> (ALN Code 2.3).</p>
Cognition and Learning	<ul style="list-style-type: none"> <li>• Adaptions to the environment</li> <li>• Personalised and differentiated teaching</li> <li>• Visual aids and practical resources e.g., number lines, number squares, Numicon, cubes, sound mats, word banks, videos on Seesaw, key words display, multilink, visual timetables</li> <li>• Scaffolds e.g., writing frame, sentence starters</li> <li>• High expectation of learners and appropriate challenge for all</li> <li>• Clear learning intentions</li> <li>• Success Criteria</li> <li>• Steps to Success</li> </ul>	<ul style="list-style-type: none"> <li>• Small-step targets</li> <li>• Targeted literacy interventions individual / groups which include phonics awareness, reading, spelling and handwriting e.g. RWI, Jolly Phonics, Narrative groups</li> <li>• Targeted Language groups – e.g., WellComm</li> <li>• Targeted numeracy interventions individual.</li> <li>• Targeted short-term memory interventions</li> <li>• Access to ICT to support recording and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Individual targeted sessions</li> <li>• Specialised curriculum</li> <li>• Individualised timetable</li> <li>• Specific individual literacy provision in line with severity and complexity of need</li> <li>• Specific individual numeracy provision in line with severity and complexity of need</li> <li>• Individualised curriculum based on individualised need and based around interests</li> <li>• Specific resources to support individual need e.g., ICT based recording</li> </ul>

	<ul style="list-style-type: none"> <li>• Expected criteria for spelling, punctuation, and grammar</li> <li>• WAGOLs / WABOLs</li> <li>• Working Walls</li> <li>• Pit stops</li> <li>• Learning partners</li> <li>• Feedback and next steps in learning</li> <li>• All learners involved in the process</li> <li>• Access to ICT to support access to learning</li> <li>• Variety of teaching styles and approaches</li> <li>• Variety of questioning</li> <li>• Multi-sensory learning approaches</li> <li>• Learning tasks broken down into manageable chunks</li> <li>• Reasonable adjustments and adaptations e.g., pencil grips, wobble cushions, writing slope</li> <li>• Additional thinking time</li> <li>• Boost groups for learning – Literacy / Numeracy / Reading</li> <li>• SAFMEDS</li> </ul>	<ul style="list-style-type: none"> <li>• Refer and consult with the relevant outside agencies</li> <li>• Over learning</li> <li>• Dyslexia strategies e.g., coloured paper</li> <li>• Coloured acetate overlays for reading</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one support to access the curriculum</li> <li>• Individualised Nurture Group support</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Clear learning intentions</li> <li>• Learning tasks broken down into manageable tasks</li> <li>• Reiteration of instructions</li> <li>• Simplified/reduced language used</li> <li>• Structured routines</li> <li>• Visual aids and practical resources</li> <li>• Differentiated curriculum planning</li> <li>• Adaptions to the environment</li> <li>• Preparations for changing in routine e.g. Now and Next boards</li> <li>• Working Towards boards</li> </ul>	<ul style="list-style-type: none"> <li>• Language rich environment</li> <li>• Word banks</li> <li>• Speech and language group / individual e.g., WellComm / Narrative Therapy</li> <li>• Specific intervention and strategies following recommendation from Outreach / SALT</li> <li>• Social skills group</li> <li>• Social stories</li> <li>• Pre-teach vocabulary</li> <li>• Over learning</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised long-term interventions</li> <li>• Targeted individual sessions</li> <li>• AAC – alternative / augmentative communication systems, including visual resources, ICT and specialist equipment</li> <li>• Individual social stories</li> <li>• Individual social skills</li> <li>• One-to-one support to access the curriculum</li> <li>• Specific intervention and strategies from outside agencies e.g., SALT / Outreach</li> </ul>

			<ul style="list-style-type: none"> <li>• Core Communication boards</li> <li>• Lanyard communication symbols</li> <li>• Now and Next strategies</li> <li>• Individualised Nurture group support</li> </ul>
Behavioural, Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Adaptions to the environment</li> <li>• Clear rules and expectations</li> <li>• Restorative practices</li> <li>• Rewards and consequences</li> <li>• Structured routines</li> <li>• Visual timetables</li> <li>• Positive reinforcement of 'good' behaviours</li> <li>• Fidget / fiddle toys</li> <li>• Risk Assessments</li> <li>• Preparations for changing in routine / transitions e.g. Now and Next boards, When and Then boards, social stories</li> <li>• Feelings lanyards</li> <li>• Forest School / outdoor access</li> <li>• Home / School communication</li> <li>• Trauma Informed Practices</li> <li>• ACE aware</li> <li>• My Happy Mind</li> <li>• Playmakers</li> <li>• Check-in boards</li> <li>• Access to calm area and sensory room.</li> </ul>	<ul style="list-style-type: none"> <li>• Social Skills small groups</li> <li>• Small group emotional literacy e.g., Fun Friends, Friends, SAP, Lego, ABC</li> <li>• Self-esteem individual / group sessions</li> <li>• Counselling (where available) e.g., Strong Minds</li> <li>• Nurture support individual / group</li> <li>• Home / School communication</li> <li>• Safe space</li> <li>• Individual reward programme</li> <li>• Fidget toys</li> <li>• Social stories</li> <li>• Over learning</li> <li>• PSP</li> <li>• FSM music lessons</li> <li>• ELSA</li> <li>• Nurture group</li> <li>• Trauma Informed Practices</li> <li>• ACE aware</li> </ul>	<ul style="list-style-type: none"> <li>• Individual long-term interventions</li> <li>• Individualised social skills support</li> <li>• Individualised emotional literacy support</li> <li>• Individualised nurture support</li> <li>• One-to-one support</li> <li>• Trauma Informed Practices</li> <li>• ACE aware</li> <li>• ELSA</li> <li>• Sand therapy / Unearthing</li> <li>• PSP</li> <li>• Bespoke timetable</li> <li>• Targeted individual sessions</li> <li>• Specific intervention and strategies from outside agencies e.g., Primary Behaviour Support</li> <li>• Individual support to access the curriculum</li> <li>• Home/School Communication</li> </ul>
Physical, Sensory and Medical	<ul style="list-style-type: none"> <li>• Adaptions to the environment</li> <li>• Appropriate placement within environment (Stage not Age)</li> <li>• Adaptions to the environment</li> <li>• Writing slopes / wobble cushions</li> <li>• Alternative ways of recording e.g., Seesaw</li> <li>• Low level medical needs and care – Communication with Health e.g., Health Care Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention small group / individual for specific need</li> <li>• Microphones</li> <li>• Larger print texts</li> <li>• ICT visual support</li> <li>• Specialist equipment and programmes provided by OT / sensory / physio</li> <li>• Gross and fine motor activities e.g., Thera putty, daily DCD group if required</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised programmes</li> <li>• One-to-one support to access curriculum</li> <li>• Bespoke timetable</li> <li>• Individualised programmes / strategies / resources to aid significant sight and hearing impaired</li> <li>• Specialised equipment provided by OT / physio / sensory services</li> <li>• Individualised Nurture Group support</li> </ul>

	<ul style="list-style-type: none"> <li>• Lines on steps</li> <li>• Reduction of over stimulations e.g., sensory breaks, ear defenders, Pencil grips, hessian backing on boards, natural décor, clearly labelled resources</li> <li>• Larger print texts</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of over stimulations e.g., sensory breaks, ear defenders, calm areas</li> <li>• Alternative changing facilities</li> <li>• Sensory breaks</li> <li>• Text printed on different coloured paper</li> <li>• Equipment to record work verbally</li> </ul>	
<p>General Considerations</p>	<ul style="list-style-type: none"> <li>• One Page Profile – PCP information gathered each September</li> <li>• Person Centred Approaches ongoing throughout the year, involving child / parent</li> <li>• Attainment profile to establish a baseline and identify areas of need</li> <li>• Termly pupil progress meetings with parents – ongoing review and evaluation of progress</li> <li>• Refer and consult with the relevant outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Small steps targets</li> <li>• Assessment profile to establish a baseline and identify areas of need</li> <li>• Termly progress meeting – ongoing review and evaluation of pupil progress</li> <li>• Person Centred approaches involving the child and the parents/carers</li> <li>• One Page Profile</li> <li>• Refer and consult with the relevant agencies</li> </ul>	<ul style="list-style-type: none"> <li>• IDP</li> <li>• Small step targets</li> <li>• Assessment profile to establish a baseline and identify areas of need</li> <li>• Termly progress meetings of small steps – ongoing review and evaluation of pupil progress</li> <li>• Person centred approaches involving the child and the parent/carer</li> <li>• Annual review of IDP</li> <li>• One Page Profile</li> <li>• Refer and consult with the relevant outside agencies</li> </ul>