

Cognition and Learning Provision Map (2025-2026)

Wave 1 Universal Support	Wave 2 Early intervention	Wave 3 Additional and different provision	Referral to external specialist support
<ul style="list-style-type: none"> • Pre-teaching of subject vocabulary • Instructions broken down into manageable chunks • Repetition of tasks/ getting the pupil to repeat back expectation • Key learning points reviewed throughout the lesson and in future lessons for retrieval support • Working walls/ learning displays for reference and to support learning • Visuals available on desks for support ie. Phonic mats, alphabet strips, number lines etc... • Post its/ whiteboards/resources available for pupils to make jottings where needed • Adaptations to colours on background of PowerPoints/ or text • Spelling programme 	<ul style="list-style-type: none"> • Teach keyboard/ touch type skills • Time to practise key skills such as on TT rocks/ phonics games etc. • Teaching and modelling memory techniques and strategies • Use of ICT as an alternative way of recording • Support with scribing where needed/ use of a whiteboard to prompt • Use of recording tools to record ideas and then pupils can play back to support recording of ideas • Coloured overlays/ reading rulers in place for children this would benefit • Use of highlighting as a guide as to where pupils need to write or a clear mark as a starting point 	<ul style="list-style-type: none"> • Daily reading interventions • Phonics rapid catch up Little Wandle intervention • Phonics 1:1/small group Little Wandle keep up intervention • Toe by Toe interventions • Plus 1 Maths intervention • Power of 2 Maths intervention • Colourful semantics intervention to support sentence structure and building of sentences • Pre-teaching of concepts • Small group spelling interventions working on high frequency words • Individual learning support plan with clear focused targets • SENCo involvement to support need/ added to the SEN register if applicable 	<ul style="list-style-type: none"> • Referral to appropriate Local Authority agency • Referral to Educational Psychologist for observation and further support through a strengths meeting • Completion of referral to Neurodevelopmental Pathway



St Teresa's
Catholic Primary School

- Range of texts available in the classroom, access to audio books
- Pictures/ diagrams/visuals alongside text to add meaning
- Additional time to complete a task or process a task
- Low stake quizzes from Accelerated Reading scheme

- Catch up intervention for Maths or English concepts not understood
- Use of direct teaching approach to support independence
- Use of working memory booklet for strategy ideas
- Monitoring SEN watch list

