

North Rigton Church of England School Whole School Provision Map



Date – July 2021

Review – September 2022

Our Whole School Provision Map is split into the following areas of need and outline the current provision we have available in our school.

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs
- Autistic Spectrum Condition (ASC)

North Rigton Provision map for Cognition and Learning – this will include children with Specific and Moderate Learning difficulties

Quality First Teaching	Time limited small group provision	Personalised provision
<p>Personalised and differentiated teaching based on accurate assessment of what a child already knows, understand and can do.</p> <p>Learning is broken down in small manageable steps too success.</p> <p>Teachers use a range of multi-sensory teaching styles and activities matched to the needs of individuals.</p> <p>Pupils are provided with relevant and accessible resources to aid their learning e.g. coloured overlays, word banks, number lines, ACE dictionary, spell checkers.</p> <p>Adult (Teacher and Teaching assistant) and Peer support (through talk partners) is used to create independence and there is a balance between supported and independent tasks.</p> <p>Where appropriate, a child is given extra processing time to reason and answer questions, to think of their ideas before writing or in test situations.</p> <p>It is recognised that some children have difficulties when reading aloud in front of the class so they are only expected to do this if the child volunteers.</p> <p>There are high expectations for all children, regardless of their needs.</p> <p>Linked to the whole school policy, praise and encouragement are given where appropriate to build a child's self-esteem.</p> <p>Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs.</p> <p>A Visual timetable is displayed in every classroom</p>	<p>Additional opportunities for guided reading/writing/phonics/talk/maths groups -personalised to their learning</p> <p>Opportunities for pre-learning, where appropriate, are provided to introduce new vocabulary and concepts.</p> <p>Where appropriate, same day intervention takes place to address any misconceptions in a child's learning.</p> <p>Numicon 'Closing the gap' intervention</p> <p>Write from the Start and Speed up handwriting intervention</p> <p>Inference training</p> <p>Ipad games to address misconceptions.</p> <p>Fine Motor Skills Intervention</p> <p>1st Class @ Number Success@ Arithmetic</p> <p>Colourful Semantics/Shape Coding</p> <p>SWST Fine Motor Skills programme</p>	<p>Incorporate pupil's targets into planning</p> <p>Regular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots.</p> <p>Paired reading /writing</p> <p>Precision teaching for reading, spelling and maths</p> <p>Use of high interest low reading age reading books e.g. Phonic decodable books and structured work linked to these books.</p> <p>Individualised visual timetables (for interventions/support or Now/Next)</p> <p>Implementation of strategies from outside agencies specific to the child</p> <p>Cream or coloured paper/exercise books and overlays for specific children</p> <p>Alternatives to written recording are used, including Clicker, Popplet mind mapping, post it planning, Dictaphone or recording device, talking tins, adult scribe.</p> <p>Numicon maths intervention/assessment</p> <p>Toe by Toe / IDL – Reading and Spelling intervention</p> <p>Plus 1 and Power of 2 – Mathematics intervention</p>

<p>Use of structured and purposeful learning walls to support learning and teaching.</p> <p>All teaching staff have undergone Dyslexia and Fine Motor Skills training.</p> <p>The SENCo has completed a Postgraduate certificate in 'Practical Solutions in Dyslexia – Plus'.</p> <p>A structured 'Read Write Inc' program is in place across the school to address spelling and reading difficulties.</p>		<p>Children causing concern are screened for Dyslexia using GL Screener or Dyslexia Portfolio</p> <p>Children causing concern are screened for Visual Stress</p> <p>Nessy Number, Reading and Spelling</p> <p>Lifeboat spelling and reading scheme</p>
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North Rigton Provision map for Communication and Interaction

Quality First Teaching	Time limited small group provision	Personalised provision
<p>Pupils with SLCN are identified as early as possible and recorded on the Vulnerable Learners List.</p> <p>Targeted advice given by SaLT professionals is followed and monitored effectively.</p> <p>Spoken language is modelled clearly and articulately by adults and is matched to the appropriate curriculum and age group of the class. Children are expected to speak in full sentences wherever possible.</p> <p>There are always opportunities for pupils of all ages/ needs to be exposed to ambitious vocabulary.</p> <p>The school recognises that the profile for every pupil with SLCN is different and may change over time; this is reflected in Support Plans and provision maps.</p> <p>Pupils are provided with relevant and accessible resources to aid their learning e.g. images, word banks, sound buttons, talking tins, talking telephones, talking postcards, Dictaphones, headphones.</p> <p>Talking partners/ Think: Pair: Square: Share group opportunities for peer discussion and feedback in all lessons.</p> <p>Adult (Teacher and Teaching assistant) and Peer support (through talk partners) is used to create independence and there is a balance between supported and independent tasks.</p> <p>Where appropriate, a child is given extra processing time to reason and answer questions, to think of their ideas before writing or in test situations.</p>	<p>Additional opportunities for talk groups - personalised to their learning</p> <p>Opportunities for pre-learning, where appropriate, are provided to introduce new vocabulary and concepts.</p> <p>Where appropriate, same day intervention takes place to address any misconceptions in a child's learning.</p> <p>Resources are relevant and personalised to a child's interests. There are clear and consistent links made between home and school where resources can be shared.</p> <p>Inference training - Guided Reading focus on inference skills</p> <p>Socially Speaking</p> <p>Active Listening</p> <p>Time To Talk</p> <p>Lego Therapy</p> <p>Colourful Semantics/ Shape Coding</p>	<p>Incorporate pupil's targets into planning</p> <p>Regular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots.</p> <p>Adults use specific, clear language using few words and allowing extended processing time for the pupil to respond.</p> <p>Quiet environments are used for specific 1:1 learning</p> <p>Individualised visual timetables (for interventions/support or Now/Next)</p> <p>Implementation of strategies from outside agencies specific to the child</p> <p>Ear defenders</p> <p>Mind mapping and word finding used to help a child to explore links and vocabulary.</p>

<p>It is recognised that some children have difficulties when reading aloud in front of the class so they are only expected to do this if the child volunteers.</p> <p>There are high expectations for all children, regardless of their needs.</p> <p>Linked to the whole school policy, praise and encouragement are given where appropriate to build a child's self-esteem.</p> <p>Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs.</p> <p>A Visual timetable is displayed in every classroom</p> <p>Use of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentences</p> <p>The SENCo has undergone training for Speech and Language Provision and shared knowledge with all staff.</p> <p>Unlocking Language training provided by Inclusion Hub</p>		
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North Rigton Provision map for Social Emotional Mental Health

Quality First Teaching	Time limited small group provision	Personalised provision
<p>Pupils are provided with relevant and accessible resources to aid their learning e.g. images, word banks, sound buttons, talking tins, talking telephones, talking postcards, Dictaphones, headphones.</p> <p>Talking partners/ Think: Pair: Square: Share group opportunities for peer discussion and feedback in all lessons.</p> <p>Adult (Teacher and Teaching assistant) and Peer support (through talk partners) is used to create independence and there is a balance between supported and independent tasks.</p> <p>Where appropriate, a child is given extra processing time to reason and answer questions, to think of their ideas before writing or in test situations.</p> <p>It is recognised that some children have difficulties when reading aloud in front of the class so they are only expected to do this if the child volunteers.</p> <p>There are high expectations for all children, regardless of their needs.</p> <p>Linked to the whole school policy, praise and encouragement are given where appropriate to build a child's self-esteem.</p> <p>Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs.</p> <p>A Visual timetable is displayed in every classroom</p> <p>Use of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentences.</p>	<p>Additional opportunities for talk groups - personalised to their learning</p> <p>Opportunities for pre-learning, where appropriate, are provided to introduce new vocabulary and concepts.</p> <p>Where appropriate, same day intervention takes place to address any misconceptions in a child's learning.</p> <p>Resources are relevant and personalised to a child's interests. There are clear and consistent links made between home and school where resources can be shared.</p> <p>Time To Talk</p> <p>Lego Therapy</p> <p>Socially Speaking</p>	<p>Incorporate pupil's targets into planning</p> <p>Regular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots.</p> <p>Adults use specific, clear language using few words and allowing extended processing time for the pupil to respond.</p> <p>Quiet environments are used for specific 1:1 learning e.g. sensory rooms</p> <p>Individualised visual timetables (for interventions/support or Now/Next)</p> <p>Implementation of strategies from outside agencies specific to the child e.g. Thrive approach and Drawing and Talking</p> <ul style="list-style-type: none"> • Educational Psychologist • CAMHS • Inclusion Hub • Prevention Service/Healthy Child Team <p>Sensory resources e.g. weighted blankets, wobble cushions, kick bands, exercise balls, 'worry monsters', worry box, proud books, sand timers</p> <p>Movement breaks</p> <p>5 point scale</p>

<p>All staff have had Compass Buzz and JustB Training The School has a 'tortoise' that is used to help those children with anxiety needs.</p> <p>Mindfulness club runs for a term once a year to provide strategies to keep a healthy mind. These are also shared with other children through lessons and assemblies.</p>		<p>Feelings thermometers</p> <p>Designated 1:1 time to discuss feelings and events in the day</p> <p>ELSA (Emotional Literacy Support Assistant)</p>
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North Rigton Provision Map for Sensory or Physical Needs

Quality First Teaching	Time limited small group provision	Personalised provision
<p>There are high expectations for all children, regardless of their needs.</p> <p>Personalised and differentiated teaching based on accurate assessment of what a child already knows, understand and can do.</p> <p>Learning is broken down in small manageable steps to success (building on prior knowledge and experience).</p> <p>Teachers use a range of multi-sensory teaching styles (Visual, Auditory and Kinaesthetic) and activities matched to the needs of individuals.</p> <p>Pupils are provided with relevant and accessible resources to aid their learning e.g. ICT to support learning, wedge cushions to support seating position, fidget and fiddle items, pencil grips, different types of pencils, spots on carpet, adapted scissors, sound buttons, writing slopes, Clicker 7, Post it note planning, Dictaphone, adult scribe, ear defenders, hearing aids, glasses.</p> <p>Adult (Teacher and Teaching assistant) and Peer support (through talk partners) is used to create independence and there is a balance between supported and independent tasks.</p> <p>Where appropriate, a child is given additional time to allow time for processing of information, formulating responses and completing tasks.</p> <p>A Visual timetable is displayed in every classroom and resources are organised and labelled in Key Stage 1 and 2.</p> <p>Specialist arrangements to be made for tests and exams</p> <p>Movement breaks planned in to lessons</p> <p>Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs e.g. Seating position is considered. All classrooms are carpeted.</p> <p>Quiet areas in school so children can withdraw.</p>	<p>Physio each morning – guided by exercises supplied by Physiotherapist.</p> <p>Coordination intervention groups linked to fine or gross motor coordination</p> <p>Small group work structured with a purpose and measured impact.</p> <p>Mentoring/pastoral support at key times of day/week.</p>	<p>Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist</p> <p>Loan of and training in the use of pupil specific, specialist equipment for staff and pupils</p> <p>In-school training for staff (pupil specific)</p> <p>Individual PEEP arrangements for FIRE Evacuation-copy kept in Head teacher's office and with Class teachers</p> <p>Regular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots.</p> <p>Implementation of strategies from outside agencies specific to the child</p> <p>Removal, attachment and adjustment of splints during the class day for appropriate activities.</p>

<p>Downstairs classrooms are wheelchair accessible. Disabled toilet and changing facilities available.</p> <p>Linked to the whole school policy, praise and encouragement are given where appropriate to build a child's self-esteem</p> <p>Children's needs considered when developing fire evacuation plans and risk assessments for off site visits.</p> <p>Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment</p> <p>Hearing impaired To aid lip reading, stand still, do not stand in front of a window, keep instructions short, sit the pupil so that your full face is seen</p> <p>Check for understanding through asking questions and observing responses</p> <p>Repeat the contributions of other pupils</p> <p>Allow extra time for thinking, processing and formulating response</p> <p>Make sure you gain the pupils attention by first saying their name before giving instructions</p> <p>Visually Impaired Prescribed glasses should be worn as advised – ensure that they are clean</p> <p>Do not ask visually impaired children to share books or worksheets</p> <p>Photocopies need to be of high quality, good contrast, clear and not reduced in size</p> <p>Work cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surface</p> <p>When writing on a board, it helps if the teacher speaks clearly as he/she is writing.</p> <p>Keep the whiteboard clean and clear. Contrasting and dark markers should be used.</p> <p>Change background colour on the interactive whiteboard to reduce glare and improve contrast.</p>		<p>Children's needs considered when working in classroom upstairs and appropriate risk assessments put in place for the stairs.</p> <p>Individual Health Care plan</p>
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North Rigton Provision map for Autism Spectrum Condition

Quality First Teaching	Time limited small group provision	Personalised provision
<p>Clear class routines</p> <p>Calm learning environment</p> <p>Class and school rules are consistently applied.</p> <p>Firm clear boundaries.</p> <p>Positive reinforcement</p> <p>Visual time tables in each class.</p> <p>Lots of warnings given regarding changes to staff or timetables.</p> <p>Recognition of different learning styles</p> <p>Modified language, consideration of pace</p> <p>Awareness of sensory issues</p> <p>In class support from TAs</p> <p>Use of writing frames and mind maps</p> <p>Areas provided for quiet time</p> <p>Appropriate use of visual, auditory and kinaesthetic strategies to best meet needs.</p> <p>Multi sensory learning opportunities.</p> <p>Information given in small chunks and time given for processing.</p> <p>Concrete language used by staff, idioms are avoided</p>	<p>Social skills groups e.g. Socially speaking, Time to talk</p> <p>Group work focussed on feelings and emotions – ELSA (Emotional Literacy Support Assistant)</p> <p>Visual aids (Communication in print)</p> <p>Lego interaction – Lego Therapy</p>	<p>Advice re individual children from:</p> <ul style="list-style-type: none"> • Autism Outreach. • Speech and Language Therapist • Inclusion Hub <p>Individual visual timetables (Now/next approach)</p> <p>Bespoke timetables</p> <p>Termly review meetings</p> <p>Communication cards</p> <p>Individual visual reward systems</p> <p>Social Story scripts</p> <p>5 point scale</p> <p>Feelings thermometers</p> <p>Transition photograph booklets</p> <p>Topic Picture/Vocabulary booklets sent home with child to aid learning</p> <p>Specific transition procedures in place to aid a smooth transition</p>

<p>Differentiation of tasks and outcomes including alternate methods of recording.</p> <p>Links made to previous learning.</p> <p>Opportunities for experiential learning.</p> <p>Labelled and organised resources</p> <p>Learning Walls</p> <p>Core vocabulary and concepts identified for lessons</p> <p>Opportunities for over learning, repetition and generalisation of concepts</p> <p>Worry boxes in classrooms</p> <p>Inclusion Hub training – Autism in girls and Toolkit for Tas</p>		
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