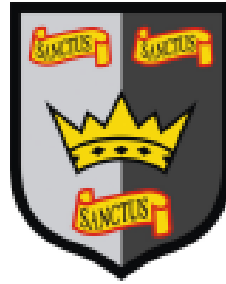# All Saints CE Primary School Whole School Provision Map

Date – September 2023

Our Whole School Provision Map is split into the following areas of need:

- Communication and Interaction (C&I)

- Cognition and Learning (C&L)

- Social, Emotional and Mental Health (SEMH)

- Sensory and Physical Needs

- Autism Spectrum Disorder (ASD)

Link to SEND Policy and SEND Information Report – https://asnrfellowship.ycst.co.uk/parents/send/

Communication and Interaction:

Quality First Teaching	Time Limited Small Group Provision	Personalised Provision
• Pupils with SLCN are identified as early as possible. • Targeted advice given by Speech and Language Therapy professionals is followed and monitored effectively. • 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. • There are always opportunities for pupils of all ages/ needs to be exposed to ambitious vocabulary. • The school recognises that the profile for every pupil with SLCN is different and may change over time; this is reflected in Individual Pupil Profiles. • Pupils are provided with relevant and accessible resources to aid their learning e.g. images, word banks, sound buttons, talking tins, Dictaphones and headphones. • Talk partners/Think: Pair: Share group opportunities for peer discussion and feedback in all lessons. • Adult (Teacher and Teaching assistant) and Peer support (through talk partners) is used to create independence and there is a	• Additional opportunities for talk groups - personalised to their learning. • Opportunities for pre-learning, where appropriate, are provided to introduce new vocabulary and concepts. • Where appropriate, same day intervention takes place to address any misconceptions in a child's learning. • 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. • Guided Reading focus on inference skills • Time To Talk • The Socially Speaking Game • Lego Therapy	• Incorporate pupil's targets into planning • Regular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots. • Adults use specific, clear language using few words and allowing extended processing time for the pupil to respond. • Quiet environments are used for specific 1:1 learning • Individualised visual timetables (A Now/Next/Then Board) • Implementation of strategies from outside agencies specific to the child • Widgit Communication in print • Active Literacy Kit (ALK) • Language for Thinking • Black Sheep Press resources

balance between supported and independent tasks.

- 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.

- 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.

- There are high expectations for all children, regardless of their needs.

- Praise and encouragement are given where appropriate to build a child's self-esteem.

- Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs.

- A Visual timetable is displayed in every classroom.

- Use of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentences

- The Zones of Regulation

Cognition and Learning:

Quality First Teaching	Time Limited Small Group Work	Personalised Provision
• Personalised and differentiated teaching based on accurate assessment of what a child already knows, understand and can do. • Learning is broken down in small manageable steps too success. • Teachers use a range of multi-sensory teaching styles and activities matched to the needs of individuals. • Pupils are provided with relevant and accessible resources to aid their learning e.g. coloured overlays, word banks, number lines, ACE dictionary, spell checkers. • 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. • 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. • 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.	• Additional opportunities for guided reading/writing/phonics/talk/maths groups -personalised to their learning • Opportunities for pre-learning, where appropriate, are provided to introduce new vocabulary and concepts. • Where appropriate, same day intervention takes place to address any misconceptions in a child's learning. • Numicon kits • Read Write Inc • Write from the Start and Speed up handwriting programmes • IPad games e.g. Teach Your Monster to Read • Dandelion Readers and workbooks • Trugs games • 1stClass @ Number	• Incorporate pupil's targets into planning • Regular (at least 3 times a year) meetings with parents to discuss progress and set targets. • Paired reading /writing • Precision teaching for reading, spelling and maths • Use of high interest low reading age reading books • Individualised visual timetables (Now/Next/Then) • Implementation of strategies from outside agencies specific to the child. • Cream or coloured paper and overlays for specific children • Alternatives to written recording are used, including Clicker 7, mind mapping, post it planning, Dictaphone or recording device, talking tins, adult scribe. • IDL Cloud intervention for reading and spelling • Precision Teaching • Active Literacy Kit (ALK)

• There are high expectations for all children, regardless of their needs. • Praise and encouragement are given where appropriate to build a child's self-esteem. • Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs. • A Visual timetable is displayed in every classroom • Use of structured and purposeful learning walls to support learning and teaching.		• Widgit Communication in print • Beat Dyslexia Programme • Lifeboat Spelling and Reading • Speller boost

Social, Emotional and Mental Health (SEMH):

Quality First Teaching	Time Limited Small Group Work	Personalised Provision

• 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.
 	
• Talking partners/ Think: Pair: Square: Share group opportunities for peer discussion and feedback in all lessons.
 	
• 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.
 	
• 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.
 	
• 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.
 	
• There are high expectations for all children, regardless of their needs.
 	
• Praise and encouragement are given where appropriate to build a child's self-esteem.
	• Additional opportunities for talk groups - personalised to their learning
	
	• Opportunities for pre-learning, where appropriate, are provided to introduce new vocabulary and concepts.
	
	• Where appropriate, same day intervention takes place to address any misconceptions in a child's learning.
	
	• 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.
	
	• Time To Talk
	
	• Lego Therapy
	
	• Socially Speaking
		• Incorporate pupil's targets into planning
		• Regular (at least 3 times a year) meetings with parents to discuss progress and set targets.
		
		• Adults use specific, clear language using few words and allowing extended processing time for the pupil to respond.
		
		• Quiet environments are used for specific 1:1 learning e.g. safe space in the classroom
		
		• Individualised visual timetables (Now/Next/Then)
		
		• Widgit Communication in print
		
		• Sensory resources e.g. ear defenders, weighted blankets, wobble cushions, wobble/rocker boards, worry box, proud books, sand timers
		
		• Movement breaks
		
		• Designated 1:1 time to discuss feelings and events in the day
		
		Implementation of strategies from outside agencies specific to the child:
		   • Educational Psychologist
		   • CAMHS
		   • SEND Hub
		   • Healthy Child Team

• Organisation of the classroom environment is conducive for learning to fit the needs of individuals and their needs. • A Visual timetable is displayed in every classroom • Use of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentences. • Compass Buzz Training • Thrive approach • The Zones of Regulation		

Sensory and Physical Needs:

Quality First Teaching	Time Limited Small Group Work	Personalised Provision
• There are high expectations for all children, regardless of their needs. • Personalised and differentiated teaching based on accurate assessment of what a child already knows, understand and can do. • Learning is broken down in small manageable steps to success (building on prior knowledge and experience). • Teachers use a range of multi-sensory teaching styles (Visual, Auditory and Kinaesthetic) and activities matched to the needs of individuals. • Pupils are provided with relevant and accessible resources to aid their learning e.g. ICT to support learning, pencil grips, different types of pencils, spots on carpet, adapted scissors, sound buttons, writing slopes, Clicker 7, Post it note planning, Dictaphone, adult scribe. • 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. • Where appropriate, a child is given additional time to allow time for processing of information, formulating responses and completing tasks. • A Visual timetable is displayed in every classroom and resources are organised and labelled. • Specialist arrangements to be made for tests and exams	• Coordination intervention groups linked to fine or gross motor coordination • Small group work structured with a purpose and measured impact. • Mentoring/pastoral support at key times of day/week.	• Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist • Loan of and training in the use of pupil specific, specialist equipment for staff and pupils • In-school training for staff (pupil specific) • Individual PEEP arrangements for FIRE Evacuation • Regular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots. • Implementation of strategies from outside agencies specific to the child • Individual Health Care plan

- Movement breaks planned in to lessons
- 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.
- Quiet areas in school so children can withdraw.
- Classrooms are wheelchair accessible.
- Disabled toilet available.
- Praise and encouragement are given where appropriate to build a child's self-esteem
- Children's needs considered when developing fire evacuation plans and risk assessments for off site visits.
- Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment

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
- Check for understanding through asking questions and observing responses
- Repeat the contributions of other pupils
- Allow extra time for thinking, processing and formulating response
- Make sure you gain the pupils attention by first saying their name before giving instructions

Visually Impaired

• Prescribed glasses should be worn as advised – ensure that they are clean • Do not ask visually impaired children to share books or worksheets • Photocopies need to be of high quality, good contrast, clear and not reduced in size • Work cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surface • When writing on a board, it helps if the teacher speaks clearly as he/she is writing. • Keep the whiteboard clean and clear. Contrasting and dark markers should be used. • Change background colour on the interactive whiteboard to reduce glare and improve contrast.		

Autism Spectrum Disorder (ASD)

Quality First Teaching	Time Limited Small Group Work	Personalised Provision
- Clear class routines - Calm learning environment - Class and school rules are consistently applied. - Firm clear boundaries. - Positive reinforcement - Visual time tables in each class. - Early preparation given regarding changes to staff or timetables. - Recognition of different learning styles - Modified language, consideration of pace - Awareness of sensory issues (classrooms carpeted to reduce noise levels) - In class support from TAs - Use of writing frames and mind maps - Areas provided for quiet time - Appropriate use of visual, auditory and kinaesthetic strategies to best meet needs. - Multi sensory learning opportunities. - Information given in small chunks and time given for processing. - Concrete language used by staff, idioms are avoided - Differentiation of tasks and outcomes including alternate methods of recording. - Links made to previous learning. - Opportunities for experiential learning. - Labelled and organised resources - Working Wall displays - Core vocabulary and concepts identified for lessons - Opportunities for over learning, repetition and generalisation of concepts	- Social skills groups e.g. Socially speaking, Time to talk - Group work focussed on feelings and emotions - Visual aids (Communication in print) - Lego Therapy - Support provided at less structured times, breakfast/after school clubs, playtime and transition times.	Advice regarding individual children from: • Autism Team at the Child Development Centre • Speech and Language Therapist • SEND Hub - Individual visual timetables (Now/next/then board) - Widgit Communication in Print - Bespoke timetables - Termly review meetings - Individual visual reward systems - Social Story scripts - Transition photograph booklets 5 Point Scale/Zones of Regulation - Feelings Thermometer - Movement Breaks - Sensory resources e.g. ear defenders, weighted blankets, wobble cushions, wobble/rocker boards, worry box, proud books, sand timers

• Whole school awareness • All staff have undergone level 1 mental health awareness training. • Mindfulness sessions in class • The Zones of Regulation		• A named and familiar adult available for children at playtimes if they are anxious or unsure about social situations. • Risk assessments as necessary