**North Rigton Church of England School Whole School Provision Map**

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**Date – September 2024**

 **Review – September 2025**

 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**

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| **Quality First Teaching** | **Time limited small group provision** | **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 to 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. There are high expectations for all children, regardless of their needs. Linked to the whole school policy, 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 classroomUse of structured and purposeful learning walls to support learning and teaching. All teaching staff have undergone Dyslexia and Fine Motor Skills training. The SENCo has completed a Postgraduate certificate in ‘Practical Solutions in Dyslexia – Plus’.A structured ‘Read Write Inc’ program is in place across the school to address spelling and reading difficulties.  | Additional opportunities for guided reading/writing/phonics/talk/maths groups -personalised to their learningOpportunities 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 ‘Closing the gap’ interventionWrite from the Start and Speed up handwriting intervention Inference training Ipad games to address misconceptions. Fine Motor Skills Intervention1st Class @ Number Success@ ArithmeticColourful Semantics/Shape Coding SWST Fine Motor Skills programme  | Incorporate pupil’s targets into planningRegular (at least 3 times a year) meetings with parents to discuss progress and set targets – extended parent consultation slots.Paired reading /writingPrecision teaching for reading, spelling and mathsUse of high interest low reading age reading books e.g. Phonic decodable books and structured work linked to these books.Individualised visual timetables (for interventions/support or Now/Next)Implementation of strategies from outside agencies specific to the childCream or coloured paper/exercise books and overlays for specific childrenAlternatives to written recording are used, including Clicker, Popplet mind mapping, post it planning, Dictaphone or recording device, talking tins, adult scribe. Numicon maths intervention/assessmentToe by Toe / IDL – Reading and Spelling interventionPlus 1 and Power of 2 – Mathematics interventionChildren causing concern are screened for Dyslexia using GL Screener or Dyslexia PortfolioChildren causing concern are screened for Visual Stress Nessy Number, Reading and Spelling Lifeboat spelling and reading scheme |

**North Rigton Provision map for Communication and Interaction**

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| **Quality First Teaching** | **Time limited small group provision** | **Personalised provision** |
| Pupils with SLCN are identified as early as possible and recorded on the Vulnerable Learners List. Targeted advice given by SaLT 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 Support Plans and provision maps.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. Linked to the whole school policy, 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 classroomUse of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentencesThe SENCo has undergone training for Speech and Language Provision and shared knowledge with all staff. Unlocking Language training provided by Inclusion Hub | Additional opportunities for talk groups -personalised to their learningOpportunities 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.Inference training - Guided Reading focus on inference skillsSocially Speaking Active Listening Time To TalkLego TherapyColourful Semantics/ Shape Coding | Incorporate pupil’s targets into planningRegular (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 learningIndividualised visual timetables (for interventions/support or Now/Next)Implementation of strategies from outside agencies specific to the childWigdet Symbols as tool for communicationEar defendersMind mapping and word finding used to help a child to explore links and vocabulary.  |

**North Rigton Provision map for Social Emotional Mental Health**

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| **Quality First Teaching** | **Time limited small group provision** | **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. Linked to the whole school policy, 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 classroomUse of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentences.All staff have had Compass Buzz and JustB TrainingThe School has a ‘tortoise’ that is used to help those children with anxiety needs. 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.Inclusion Hub training - ADHD, Think Sensory Not BehaviourWell-being and Mental Health support worker in school | Additional opportunities for talk groups -personalised to their learningOpportunities 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 TalkLego TherapySocially SpeakingCircle of Friends | Incorporate pupil’s targets into planningRegular (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 e.g. sensory roomsIndividualised visual timetables (for interventions/support or Now/Next)Implementation of strategies from outside agencies specific to the child e.g. Thrive approach and Drawing and Talking· Educational Psychologist · CAMHS · Inclusion Hub · Prevention Service/Healthy Child TeamSensory resources e.g. weighted blankets, wobble cushions, kick bands, exercise balls, ‘worry monsters’, worry box, proud books, sand timersMovement breaks5 point scaleFeelings thermometersDesignated 1:1 time to discuss feelings and events in the dayELSA (Emotional Literacy Support Assistant)Opportunity for 1:1 specific support for individual needs with wellbeing and mental health support worker. |

**North Rigton Provision Map for Sensory or Physical Needs**

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| **Quality First Teaching** | **Time limited small group provision** | **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, 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. 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 in Key Stage 1 and 2.Specialist arrangements to be made for tests and examsMovement breaks planned in to lessonsOrganisation 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. Downstairs classrooms are wheelchair accessible. Disabled toilet and changing facilities available. Linked to the whole school policy, praise and encouragement are given where appropriate to build a child’s self-esteemChildren’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 seenCheck for understanding through asking questions and observing responsesRepeat the contributions of other pupilsAllow extra time for thinking, processing and formulating responseMake 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 sizeWork cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surfaceWhen 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. | Physio each morning – guided by exercises supplied by Physiotherapist.Coordination intervention groups linked to fine or gross motor coordinationSmall 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 therapistLoan 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-copy kept in Head teacher’s office and with Class teachersRegular (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 childRemoval, attachment and adjustment of splints during the class day for appropriate activities. Children’s needs considered when working in classroom upstairs and appropriate risk assessments put in place for the stairs. Individual Health Care plan |

**North Rigton Provision map for Autism Spectrum Condition**

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| **Quality First Teaching** | **Time limited small group provision** | **Personalised provision** |
| Clear class routines Calm learning environmentClass and school rules are consistently applied.Firm clear boundaries.Positive reinforcementVisual time tables in each class.Lots of warnings given regarding changes to staff or timetables.Recognition of different learning stylesModified language, consideration of paceAwareness of sensory issues In class support from TAsUse of writing frames and mind mapsAreas provided for quiet timeAppropriate 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 avoidedDifferentiation of tasks and outcomes including alternate methods of recording.Links made to previous learning.Opportunities for experiential learning.Labelled and organised resourcesLearning WallsCore vocabulary and concepts identified for lessons Opportunities for over learning, repetition and generalisation of conceptsInclusion Hub training – Autism in girls and Toolkit for Tas | Social skills groups e.g. Socially speaking, Time to talk, Circle of FriendsGroup work focussed on feelings and emotions – ELSA (Emotional Literacy Support Assistant)Visual aids (Communication in print)Lego interaction – Lego Therapy | Advice re individual children from:* Autism Outreach.
* Speech and Language Therapist
* Inclusion Hub

Individual visual timetables (Now/next approach)Bespoke timetablesTermly review meetings Communication cardsIndividual visual reward systems Social Story scripts5 point scaleFeelings thermometersTransition photograph bookletsTopic Picture/Vocabulary booklets sent home with child to aid learningSpecific transition procedures in place to aid a smooth transition |