**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 classroom  Use 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 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 ‘Closing the gap’ intervention  Write from the Start and Speed up handwriting intervention  Inference training  Ipad games to address misconceptions.  Fine Motor Skills Intervention  1st Class @ Number  Success@ Arithmetic  Colourful Semantics/Shape Coding  SWST Fine Motor Skills programme | 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.  Paired reading /writing  Precision teaching for reading, spelling and maths  Use 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 child  Cream or coloured paper/exercise books and overlays for specific children  Alternatives to written recording are used, including Clicker, Popplet mind mapping, post it planning, Dictaphone or recording device, talking tins, adult scribe.  Numicon maths intervention/assessment  Toe by Toe / IDL – Reading and Spelling intervention  Plus 1 and Power of 2 – Mathematics intervention  Children causing concern are screened for Dyslexia using GL Screener or Dyslexia Portfolio  Children 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 classroom  Use of structured and purposeful learning walls to support learning and teaching; specifically key vocab and stem sentences  The 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 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.  Inference training - Guided Reading focus on inference skills  Socially Speaking  Active Listening  Time To Talk  Lego Therapy  Colourful Semantics/ Shape Coding | 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 (for interventions/support or Now/Next)  Implementation of strategies from outside agencies specific to the child  Wigdet Symbols as tool for communication  Ear defenders  Mind 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 classroom  Use 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 Training  The 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 Behaviour  Well-being and Mental Health support worker in school | 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  Circle of Friends | 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 e.g. sensory rooms  Individualised 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 Team  Sensory resources e.g. weighted blankets, wobble cushions, kick bands, exercise balls, ‘worry monsters’, worry box, proud books, sand timers  Movement breaks  5 point scale  Feelings thermometers  Designated 1:1 time to discuss feelings and events in the day  ELSA (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 exams  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.  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-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. | Physio each morning – guided by exercises supplied by Physiotherapist.  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-copy kept in Head teacher’s office and with Class teachers  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  Removal, 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 environment  Class and school rules are consistently applied.  Firm clear boundaries.  Positive reinforcement  Visual time tables in each class.  Lots of warnings given regarding changes to staff or timetables.  Recognition of different learning styles  Modified language, consideration of pace  Awareness of sensory issues  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  Learning Walls  Core vocabulary and concepts identified for lessons  Opportunities for over learning, repetition and generalisation of concepts  Inclusion Hub training – Autism in girls and Toolkit for Tas | Social skills groups e.g. Socially speaking, Time to talk, Circle of Friends  Group 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 timetables  Termly review meetings  Communication cards  Individual visual reward systems  Social Story scripts  5 point scale  Feelings thermometers  Transition photograph booklets  Topic Picture/Vocabulary booklets sent home with child to aid learning  Specific transition procedures in place to aid a smooth transition |