

Hemingbrough Primary Whole School Provision Map 2017-2018



	WAVE 1	WAVE 2	WAVE 3
Cognition and Learning	<p><u>General</u></p> <p>Clear objectives and expectations Lessons taught using Visual, Audio and Kinaesthetic methods Choice of coloured paper and reading overlays available Resources (labels include pictures) Display designed by dyslexia focus group (font size and style, consistent use of colours and symbols) Differentiated curriculum planning Visual timetables Class positioning Talk partners Chilli challenges Marking and feedback</p> <p><u>Writing</u></p> <p>Clear, individual targets Talk for writing- rehearse your ideas Writing walls Writing frames/prompts bdpq strips</p> <p><u>Spelling</u></p> <p>Mnemonics Daily phonics in KS1 and weekly phonics in KS2 Jolly phonics songs and actions Letters and sounds Read, write, Inc</p> <p><u>Reading</u></p> <p>ERIC- Everybody Reading In Class once a day. Phonic books- e.g. Song bird books, Talisman Books Word Shark</p> <p><u>Maths</u></p> <p>KIRF steps -Key Instant Recall Facts on display show child's personal target Maths Rockstars Daily counting Weekly Mental maths Weekly problem solving lesson- Big Maths Number Shark Working walls</p>	<p>Target cards- Home/School link to show individual Child's Weekly Targets</p> <p>North Yorkshire Guidance on supporting children with moderate learning difficulties- folder</p> <p>Lucid assessment identifies specific needs in language.</p> <p>Assessment for visual stress</p> <p>Clicker 6 Early Literacy Support Emotional Literacy NESSY TRUGS Phonic code cracker</p> <p>Paired reading project Additional Reading in class Burt Reading test</p> <p>Springboard Catch up Magic maths Additional Maths in class Pupil premium maths session weekly</p>	<p>Educational psychologist</p> <p>EMS for specific learning difficulties (Enhanced Mainstream School- at Barlby High School- led by Anne Talbot) 1:1 support for Dyslexia</p> <p>Reading Intervention Toe by Toe</p> <p>1:1 support for Dyscalculia</p> <p>Plus One</p>

Behaviour, Social and Emotional	<p>Classroom management and organisation</p> <p>Alternative seating arrangements</p> <p>TA support</p> <p>Whole school behaviour policy</p> <p>Endeavour assembly</p> <p>Sunshine, cloud, grey cloud and thunder cloud with whole school reward time.</p> <p>Celebration assembly</p> <p>Circle time</p> <p>Play time leaders</p> <p>Team point certificates</p> <p>Team assembly</p> <p>P4C</p>	<p>Talk About</p> <p>Barrier games</p> <p>Individual reward and consequence systems</p> <p>The zone board strategy</p> <p>Social/emotional profile</p> <p>Nurture group (including mindfulness)</p>	<p>Educational psychologist</p> <p>EMS for behaviour, Social and Emotional Difficulties (Enhanced Mainstream School- at Barwic Parade Primary School- led by Kerry Chapman)</p> <p>CAMHS (Child and Mental health Services- School and home contact Philip Wilkins)</p> <p>Frequent liaison meetings.</p>
Sensory and Physical	<p>Alternative seating arrangements</p> <p>Large print provision</p> <p>IPADS and Kindles</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Brain gym exercises</p> <p>Living pictures books</p> <p>Hand rails, chair support</p> <p>Numicon</p> <p>Visual Aids</p> <p>Range of Mouse buttons</p> <p>Range of scissors</p> <p>Discrete handwriting practice</p> <p>Handwriting strips</p> <p>New Age Curling</p> <p>Botcha</p> <p>Visual Stress assessment, overlays and exercise books</p> <p>Left handed equipment</p> <p>PE provision including Rising Stars and additional sessions</p>	<p>Additional fine motor skills practise</p> <p>Finger gym</p> <p>Sensory Box</p> <p>Theodoreescu motor control programme</p> <p>Weighted blankets</p> <p>Sensory room</p> <p>Chewelry</p> <p>Headphones</p> <p>Magic pens</p>	<p>Individual support in class during PE</p> <p>External agency involvement Occupational Therapy. Moving and Handling, Physiotherapist.</p> <p>Vision Team</p> <p>1:1 support</p> <p>Hygiene room</p> <p>Personal Care Plan</p> <p>Staff training</p>

<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Repeating Instructions</p> <p>Simplified language, key words</p> <p>Key vocabulary wordbanks.</p> <p>Visual timetables</p> <p>Talking partners , Talk for learning, rehearsing answers.</p> <p>Lollypop sticks/no hands up</p> <p>Teaching through VAK</p> <p>Role-play areas</p> <p>Using child's name before speaking to them.</p> <p>Listen, Do, Listen, Do--- to break up instructions.</p> <p>Give children questions before activity so they know what to focus on.</p> <p>Explicit teaching of vocabulary</p> <p>Alternative ways of recording (Dictaphone, video, photographs)</p> <p>Memory games</p>	<p>Target cards</p> <p>Personalised visual timetable</p> <p>Clicker 6</p> <p>Memory Booster</p> <p>Makaton</p> <p>PECS</p> <p>IPAD as a communication aid</p> <p>Talk Boost (YR, Y1 and Y2)</p> <p>Communication skills groups- LOC</p> <p>Time to talk (key stage 1)</p> <p>Talk About (key Stage 2)</p> <p>Mouth Gym</p> <p>Mr Tumble sign language DVD</p> <p>Socially Speaking</p>	<p>Educational psychologist</p> <p>EMS for communication and Interaction</p> <p>(Enhanced Mainstream School- at Thorpe Willoughby Primary School- led by Amanda Whittaker)</p> <p>Outreach from Severe Learning Difficulties at Spring Water School</p> <p>Individual Education Plans</p> <p>Speech and Language services</p> <p>Minority ethnic Association involvement</p> <p>REVI + a Reading Intervention programme</p>
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