

Hemingbrough Primary Whole School Provision Map



	Quality First Teaching	Additional and Different	Additional and Different
<p>Cognition and Learning</p>	<p style="text-align: center;"><u>General</u></p> <p style="text-align: center;">Clear objectives and expectations Tasks clearly explained or modelled Classroom organisation is conducive for learning (seating, light, noise) Use of learning walls to support teaching and learning Lessons taught using Visual, Audio and Kinaesthetic methods Choice of coloured paper and reading overlays available New/different vocabulary discussed/displayed Relevant resources (labels include pictures) are accessible to support learning Display designed by dyslexia focus group (font size and style, consistent use of colours and symbols) Differentiated curriculum planning Use of ICT Individual targets In class support Extra time for processing to respond to questions Visual timetables/prompts Class positioning Talk partners Marking and feedback</p> <p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Clear, individual targets Talk for writing- rehearse your ideas Writing walls Writing frames/prompts Alternative methods for written recording</p> <p style="text-align: center;"><u>Spelling</u></p> <p style="text-align: center;">Mnemonics Daily phonics in KS1 and weekly phonics in KS2 Letters and sounds Read, write, Inc</p> <p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">ERIC- Everybody Reading In Class Phonically de-codable books High quality phonic teaching across school Word Shark</p> <p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">KIRF steps -Key Instant Recall Facts on display show child's personal target Maths Rockstars/numbots Number Shark Working walls</p>	<p style="text-align: center;">Lucid assessment On track intervention</p> <p style="text-align: center;">Assessment for visual stress Coloured overlays/books Use of targeted interventions/resources In class adult support Opportunity for pre-teaching</p> <p style="text-align: center;">Clicker 6 Early Literacy Support Emotional Literacy NESSY TRUGS Phonic code cracker</p> <p style="text-align: center;">Paired reading project Additional Reading in class Burt Reading test Additional daily reading Toe by toe</p> <p style="text-align: center;">Springboard Catch up Additional Maths in class Plus One</p>	<p style="text-align: center;">Educational psychologist</p> <p style="text-align: center;">Inclusion Hubs</p> <p style="text-align: center;">Intervention programmes increasingly individualised</p> <p style="text-align: center;">Individual sessions with specialists</p> <p style="text-align: center;">CAMHS</p> <p style="text-align: center;">Individual SaLT programmes</p> <p style="text-align: center;">Reading Intervention</p> <p style="text-align: center;">1:1 support for Dyscalculia</p>

<p>SEMH</p>	<p>Classroom management and organisation Alternative seating arrangements TA support Whole school behaviour policy Endeavour assembly Reward time. Celebration assembly Circle time Play time leaders Team point certificates Team assembly P4C 'Welcome' to the school day Chunking work into manageable steps Daily tasks set out Learning walls/displays High expectations Modelling appropriate behaviour</p>	<p>Time to talk Barrier games Individual reward and consequence systems Social/emotional profile Nurture group (including mindfulness) 1-1 support for social/emotional needs Managed transitions Healthy Schools Team Social stories ELSA Sensory Room Time out Activity boxes Seating/space</p>	<p>Educational psychologist Local Hub for SEMH External agencies Thrive Intervention CAMHS (Child and Mental health Services- School and home contact Philip Wilkins) Frequent liaison meetings. Compass Buzz Draw and talk Nurture style activities</p>
<p>Medical, Sensory, Physical</p>	<p>Alternative seating arrangements Large print provision IPADS Writing slopes Pencil grips Brain gym exercises Hand rails, chair support Numicon Visual Aids Range of Mouse buttons Range of scissors Discrete handwriting practice Handwriting strips New Age Curling Botcha Visual Stress assessment, overlays and exercise books Left handed equipment PE provision including additional sessions Coloured overlays/books</p>	<p>Additional fine motor skills practise Finger gym Sensory Box Weighted blankets Sensory room Chewelry Wobble boards Air cushions Headphones Magic pens</p>	<p>Individual support in class during PE External agency involvement Occupational Therapy. Moving and Handling, Physiotherapist. Vision Team 1:1 support Hygiene room Personal Care Plan Staff training Large print books</p>

<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome. Repeating Instructions Simplified language, key words Key vocabulary wordbanks. Visual timetables Talking partners , Talk for learning, rehearsing answers. Lollypop sticks/no hands up Teaching through VAK Role-play areas Using child's name before speaking to them. Listen, Do, Listen, Do--- to break up instructions. Give children questions before activity so they know what to focus on. Explicit teaching of vocabulary Alternative ways of recording (Dictaphone, video, photographs) Memory games</p>	<p>Target cards Personalised visual timetable Targeted intervention Clicker 6 Memory Booster Makaton PECS IPAD as a communication aid Time to talk Communication skills groups- LOC Time to talk Mouth Gym Mr Tumble sign language DVD Socially Speaking Social stories Lego therapy</p>	<p>Educational psychologist Local Hub CAMHS Individual Education Plans Speech and Language services/SaLT programmes Minority ethnic Association involvement</p>
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