

Dunchurch Boughton CofE Infant Academy & Nursery

Whole School Provision Map

Environments		
Universal Provision	Targeted Provision	Specialist Provision.
<u>Ingredients for every lesson (Planning)</u> ➤ High expectations of all children. ➤ High Quality First Teaching. ➤ Adapted and adjusted tasks rather than different. ➤ Revision of previous learning ➤ Modelling ➤ Talk partners ➤ Class discussions ➤ Stem Sentences ➤ Pictures to illustrate concepts ➤ Verbal prompts ➤ Group work ➤ Adjust language used ➤ Whiteboards ➤ Explicit instructions – I do, We do, You do. ➤ Use of visualizers. ➤ Guided Practise ➤ Live marking ➤ Multi sensory learning approaches. ➤ Clear steps within lessons with information chunked. ➤ Effective use of AFL ➤ Effective use of questioning techniques ➤ Carefully sequenced lessons. <u>Organisational</u> ➤ Coloured background on the board. ➤ Dyslexia Friendly Font – (eg. Comic Sans printed between front size 12 & 14.) ➤ Flexible grouping	➤ Use of coloured overlays where appropriate ➤ Daily phonics interventions ➤ Daily class reading ➤ Pre-teaching groups ➤ Precision teaching (groups or whole class) ➤ Reasonable adjustments to the behaviour policy, agreed and consistent ➤ Settling activity at the start of the day for pupils who struggle to come in ➤ Focused pastoral time in small groups ➤ Use of assistive technology ➤ Strategies to support short-term working memory eg. Now/ next boards ➤ Summarised versions of texts/ books with pictures ➤ Visual support tasks to aid organisational skills ➤ Careful preparation and management of unexpected changes ➤ Support with interactions at play and lunchtime ➤ Use a range of observation to identify triggers and make changes to provision as a result (ABCC charts on CPOMs) ➤ Increased font size ➤ Safe space to have time out when emotionally overwhelmed. ➤ One to one explanation ➤ SALT intervention ➤ Writing slope	➤ Makaton for non-verbal children and with hearing impairment needs. ➤ Radio aids ➤ CAMHS Support ➤ Adapted furniture. ➤ Workstations for children with autism or individual needs to reflect special interests ➤ Reduced timetable.

➤ Calm learning environment. ➤ Effective deployment of teacher and TA's. ➤ All children can see the board. ➤ Considered seating plan. ➤ Minimal copying from the board. ➤ Well-managed transitions that describe each step so children know what they need to do next. <u>Promoting Independence</u> ➤ Working walls. ➤ Key vocabulary displayed and visual representation next to it. ➤ Visual timetables same across the whole school ➤ Use of Widgets ➤ Concrete resources ➤ Manipulatives in mathematics ➤ Chunked instructions ➤ Word banks that are class generated relating to text or topic. ➤ Mnemonics ➤ Accessible resources which are labelled clearly ➤ Little Wandle phoneme mats ➤ Knowledge Organisers ➤ Learning behaviours. ➤ Writing frames. ➤ Stem sentences ➤ Show me boards (Whiteboards) ➤ Limited hands up ➤ Metacognitive strategies ie Review ➤ Thinking time ➤ Clear and regular communication with parents.	➤ Task plan ➤ Scribe ➤ Wobble cushion ➤ Social skills group ➤ Now/Next board ➤ Handwriting practise intervention ➤ Highlight key learning ➤ Peer tutoring ➤ Buddy system at break ➤ Using child's name before a question ➤ Pastoral interventions (lego play therapy, drawing and talking etc.)	
Cognition and learning		
Universal Provision	Targeted Provision	Specialist Provision
➤ High Quality First Teaching ➤ Pre teach ➤ High expectations for all of our pupils ➤ Clear concise steps within lesson to scaffold and support	➤ Reading support – out of class ➤ Over learning Teaching (groups) ➤ In class support given by class TA – support learning in/out of class	➤ Referrals to IDS/ STS ➤ Personal Evacuation Plans (PEEPS) ➤ Physical learning

➤ Chunked / broken down tasks to make learning more manageable. ➤ Lesson pace and strategies to support learners to stay on task ➤ Carefully designed teaching sequences to support mastery ➤ Use of a range of resources to support and scaffold learning (concrete objects, images and visuals, visual reminders, sequencing cards, task boards, crib sheets, writing frames and resources to aid memory) ➤ Show me boards (whiteboards) ➤ Limited hands-up ➤ Working Walls ➤ Regular reading ➤ Key word phonic prompts in classroom. ➤ Handwriting scheme. ➤ Minimal copying from the board / support for children who find this task difficult ➤ Little Wandle phonics programme is used. ➤ Daily phonics interventions. ➤ Daily readers. ➤ High quality modelling and use of good examples to aid memory and support expectations ➤ English is planned around the use of high, quality texts to develop a real love of reading. ➤ Class generated word banks that relate to the text or topic. ➤ Visuals using widget symbols for consistency across the school. ➤ Opportunities to work in a small guided group / mixed ability / peer on peer support ➤ Fine motor skills – in class support through resources / and intervention groups ➤ High quality ‘on the spot’ feedback and marking to ensure that all children make progress. ➤ On-going teacher assessment for, and of, learning. AFL ➤ Adaptive curriculum planning, activities, delivery and outcome. ➤ Personalised materials to aid learning – (writing frames / task boards / personalised timetable /	➤ Tailored interventions given by trained staff ➤ Coloured overlays as required ➤ Access arrangements for KS1 tests ➤ Memory games ➤ Individual task cards ➤ Paired reading ➤ The use of SEN assessments will be used for pupils working below NC standards ➤ Scaffolded PE lessons ➤ SENCO support as required for the Assess, Plan, Do, Review of IEPs. ➤ Agree a discreet signal with a student to indicate when they need help in class e.g. by turning over a coloured card. ➤ Memory strategies explicitly taught and personalised to the learning task and pupils personal learning needs ➤ Precision teaching	environment considerations for SEND needs ➤ Liaise with professionals , Behaviour support, EPS, STS, EEA, IDS, ➤ Bespoke curriculum where appropriate for children with EHCP’s
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now and next boards) ➤ A curriculum that is fit for purpose and designed for our pupils. ➤ Additional TA support when / where needed. ➤ Learning is Multisensory - visual, auditory and kinaesthetic learning ➤ Allow time for recall. Pupils given time or support, before responses are required. ➤ Allow time to talk through ideas/concepts and discussion. ➤ Classrooms are purposeful / clutter free –enabling a positive learning experience for all pupils ➤ Hessian backing paper ➤ Use of ‘show me’ boards (whiteboards) ➤ Visual timetable ➤ Stem sentences. ➤ Concrete resources		
Communication and Interaction		
Universal Provision	Targeted Provision	Specialist Provision
➤ High Quality First Teaching ➤ A language rich environment, culture and climate across the school. ➤ Stem sentences to aid oral rehearsal and embed learning. ➤ Time to process/ time to talk with an adult/time to talk with a learning partner. ➤ Instructions written down/step by step guide to lessons. ➤ Instructions and information given to children in small manageable chunks. ➤ High quality examples ➤ Structured school and class routines. ➤ Use of visual strategies to aid teaching and learning, eg. Visual timetables, materials linked to lessons, word mats. ➤ Regular PSHE lessons and whole school assemblies. ➤ Pupil support – buddy system Yr R and Yr 2.	➤ Small group work sessions to develop interaction skills. ➤ Small group social skills – Lego Play Therapy. ➤ Transition support, eg. classroom/playground, class/class, ➤ Now/Next boards. ➤ Pre-teaching. ➤ SENDco support for writing IEPs ➤ Speech, Communication and Language support	➤ SALT interventions. ➤ Speech and Language Individualised / personalised support ➤ Makaton/ BSL/Sign Language
Social, Emotional, Mental Health		
Universal Provision	Targeted Provision	Specialist Provision

➤ A culture and climate based on positivity and nurture, for example the way the children are greeted as they enter the classroom in the morning. (Meet & Greetings) ➤ Clear behaviour expectations modelled by staff. ➤ Praise is specific and named. ➤ Pupil leadership roles to raise self-confidence and responsibility. ➤ Sensory boxes with time out spaces in each classroom. ➤ Visual timers used to support regulation. ➤ Visual timetables to support familiar routines. ➤ Secure, trusting relationships between all adults and children. ➤ Emotional check in's ➤ PSHE curriculum (JIGSAW) built around core values to support explicit teaching. ➤ RSE policy and programme to support key skills for being ready and fit for their future. ➤ Easy to access concrete resources to support learning. ➤ Positive affirmations and celebrating successes displayed- show work to the headteacher ➤ Fiddle toys. ➤ Pictorial instructions – photos of breathing exercises, using tools to calm down. ➤ Developing breathing strategies. ➤ Whole school reward systems. ➤ School Council to develop pupil voice and aid empowerment.	➤ Sensory spaces (sensory room, creative room and the Nest) ➤ Reasonable adjustments to the behaviour policies for children who communicate gaps in their SEMH development. ➤ Flexible start time as agreed with Hannah Owen (attendance lead) and Suzanne Marson (Headteacher) ➤ Emotional check ins with key adults throughout the day. ➤ TA support. ➤ Lunch time activities ➤ Choice of two options within a given activity. ➤ Adult support ➤ Weighted blanket. ➤ Personalised system to request support without drawing attention to themselves. ➤ Moving around/sensory breaks. ➤ Safe spaces for when feeling overwhelmed. ➤ Social scripts. ➤ Enhanced provision at break and lunch times.	➤ Educational Psychologist input and recommendations. ➤ Children's mental health services referral system. (MHST) ➤ Virtual schools support. ➤ Learning disability support.(IDS) ➤ Behaviour Support input. ➤ Personalised provision as part of Assess, Plan, Do, Review Process. ➤ Reduced educational plan.
Physical and Sensory		
Universal Provision	Targeted Provision	Specialist Provision
➤ Real life sensory experiences built into planning and the curriculum. ➤ Ear defenders ➤ Wobble cushions. ➤ Chair bands. Visual ➤ Coloured overlays/ different coloured paper ➤ Consider lighting – natural and artificial ➤ Eliminate inessential copying from the board	➤ Touch typing intervention	➤ Personalised provision from Assess, Plan, Do Review Process provided by OT. ➤ Specialist medical care – for example diabetes. ➤ Intimate Care Policy. ➤ Braille for children with visual impairment needs.

➤ Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge ➤ Read aloud as you write on the board ➤ Use Ipad/laptop/computer for reading if text is too small in physical book ➤ Consider seating – sat at the front closer to board/resources Hearing ➤ Careful seating – closest to the teacher ➤ Keep background noise to a minimum ➤ Slow down speech rate ➤ Allow more thinking time ➤ Repeat contributions from other children – their voices may be softer and speech more unclear ➤ Check that oral instructions have been understood ➤ Face the children when speaking & keep hands away from mouth Co-ordination ➤ Handwriting lines to support effective transcription. ➤ Writing slopes ➤ Pens/pencil grips. ➤ sufficient space in seating position at the table ➤ Desks at elbow height ➤ Sloping desk stand if appropriate ➤ Seated with minimal distractions. ➤ Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing. ➤ Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. ➤ Range of fine motor and gross motor activities		➤ Dictation software ➤ Hearing aids for children with hearing impairment needs ➤ Makaton for non-verbal children and with hearing impairment needs. ➤ Outside agency support ie teacher of the deaf.
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