



Kingslea Primary School - Whole School Provision Map

Four Broad Areas of Need – definitions	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
<p>Cognition & Learning <i>Specific Learning Difficulty (SpLD)</i> e.g. Dyslexia, Dyscalculia, Dyspraxia <i>Moderate Learning Difficulty (MLD)</i> cognition issues, learn at a slower pace than their peers <i>Severe Learning Difficulty (SLD)</i> will need support in all areas of curriculum will have complex needs, communication and even mobility needs Profound and Multiple</p>	<p>Communication & Interaction Speech, Language and Communication Needs (SLCN) difficulties understanding language or expressing themselves; speech defects; social communication difficulties Autistic Spectrum Disorder (ASD) social interaction difficulties, understanding language, communication and imagination, great difficulty interacting with others.</p>	<p>Social, Emotional Mental Health Social, Emotional and Mental Health Difficulty (SEMH) can include withdrawn/isolated; challenging behaviour; anxiety, eating disorders. ADHD/ADD/ODD Attachment Disorder</p>	<p>Sensory & Physical Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) combination of both of the above and more Physical Disability (PD) e.g. cerebral palsy.</p>	
<p style="text-align: center;">Wave 1 – Quality First Teaching</p> <ul style="list-style-type: none"> Differentiated curriculum – planning, learning, resources, scaffolding etc. Pre-teaching of subject vocabulary Teaching sequencing as a skill Text presented clearly – bullet points, clear font, headings Pupils encouraged to explain what they have to - check understanding Links to prior learning explicitly made /retrieval practice integrated into lessons Key learning points reviewed throughout lesson Conceptual variation in Maths Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders Writing frames Word mats designed for specific subjects/lessons Opportunities to work with a scribe or use ICT when necessary Use of ICT/apps to reinforce what has been taught Use of ICT/apps as solution to difficulties e.g. dictation, typing, languages (translation) Coloured overlays, coloured paper for worksheets & coloured background on IWB Extra time to complete tasks Next steps/planner Tactile resources Pace boards 	<ul style="list-style-type: none"> Structured class routines Visual class timetable Use of songs for routines Increased visual aids Individual visual aids/timetables Use of sign language/basic Makaton Use of key words/vocabulary emphasised when speaking Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play Instructions in manageable chunks Checklists and task lists Processing time Prompt cards used to support understanding Talk partners used Classroom seating plan considered so children can see teacher and visual prompts Access to a quiet work station 'Word walls'/displays to develop understanding of new vocab across subjects Minimise use of abstract language/language tailored to individuals Eye contact as necessary for the child 	<ul style="list-style-type: none"> Emphasise positives in front of others to develop children's self-confidence Give pupils classroom responsibilities Social stories Refer regularly to school/classroom rules Calming music Weighted blankets Team around the child approach Use of ear defenders to support focus Breaks between tasks Moving around/sensory breaks Interactive strategies eg. Whiteboards to hold up answers Clear behaviour expectations modelled by staff Quiet space KS1 or The Den KS2 (sensory, safe space for regulation) Visual timer/stop watch Use post-its for questions rather than interruptions 'Fiddle' toys Concrete resources easily at hand to support Give a 'set time' for written work Personalise teaching to reflect pupils' interests Transition from whole class work to independent is taught and actively managed Now, Next- planning boards Wobble cushion/resistance bands to support sitting in chairs or on carpet spot Meet and greet at key transition points e.g. start of day, lunchtime etc. 	<p>Visual</p> <ul style="list-style-type: none"> Coloured overlays/ different coloured paper Consider lighting – natural and artificial Eliminate inessential copying from the board 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 Adults mindful of where they stand- lighting/glare) Use Ipad/Chromebook for reading if text is too small in physical book Seating – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> Subtitles on all videos Careful seating – closest to the teacher Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro 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 pupil when speaking & keep hands away from mouth <p>Co-ordination</p> <ul style="list-style-type: none"> Movement Breaks Sat at table where there is sufficient space LH & RH pupils not next to each other with adjacent hands Desks at elbow height Sloping board if appropriate Seated with minimal distractions. Encourage oral presentations or use of ICT as an alternative to written work where appropriate. Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. Handwriting warm-ups before writing sessions and handwriting lessons Range of fine motor and gross motor activities <p>Sensory</p> <ul style="list-style-type: none"> Fiddle toys Sensory diet/breaks 	



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Interventions	<ul style="list-style-type: none"> • Rapid Reading Programme • Reading Booster (Volunteers) • Mastery Files • Maths Hospital (Pre-Post Teaching) • Word Aware (Vocabulary) • Colourful Semantics • Memory Magic Programme (auditory, visual) • Totem & Talisman Comprehension Programmes • Talk 4 Numbers • Success@arithmetic • HFW Reading 1:1 • Expanding Expression Tools • Early Handwriting • Motor and Perceptual Skills • TT Rockstars • Numbots • IT- Typing.com 	<ul style="list-style-type: none"> • NELI Programme • Speech and Language (Onsite therapist) • Narrative Therapy • Speech & Language Progression Tools • Language for Thinking • Expanding Expression Tool • Attention Autism (Bucket Club) • Individual Timetable • Individual visual prompts • Lego Therapy • Nurture Group • Pragmatic Semantics 	<ul style="list-style-type: none"> • ELSA • Learning Mentor • PSHE/RHSE reactive • Onsite counsellor • Offsite counselling • Fegans counselling • Socially Speaking • The Friendship Formula • You Talk, I'll Listen • Time to Talk • Play Leaders • Meet and Greet • Social skills groups • Nurture group • Sitting spot/carpet spot • Individual system • Zones of Regulation 	<p>Visual</p> <ul style="list-style-type: none"> • Tracking programme • Scanning • Visual Perception Skills <p>Hearing</p> <ul style="list-style-type: none"> • Following relevant advice from Hearing Team <p>Co-ordination</p> <ul style="list-style-type: none"> • Jump Ahead • Input and programmes from Physiotherapy and Occupational Therapy • Teodorescu – Write from the Start • IT-Typing.com • Fine Motor Programme <p>Sensory</p> <ul style="list-style-type: none"> • Jump Ahead • Input and programmes from Physiotherapy and Occupational Therapy • Individual Toileting programme • Individual handwriting/fine motor programme • Provision of adapted materials eg. enlarged text • Own seating • Fidget Busters/Movement Breaks • Wobble Cushions • Sloping Boards • Pencil grips • IT equipment • Sensory Circuits