Kingslea Primary School - Whole School Provision Map

Four Broad Areas of Need – definitions	**Cognition & Learning** *Specific* Learning Difficulty (SpLD) e.g. Dyslexia, Dyscalculia, Dyspraxia *Moderate* Learning Difficulty (MLD) cognition issues, learn at a slower pace than their peers *Severe* Learning Difficulty (SLD) will need support in all areas of curriculum will have complex needs, communication and even mobility needs Profound and Multiple	**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.	**Social, Emotional Mental Health** Social, Emotional and Mental Health Difficulty (SEMH) can include withdrawn/isolated; challenging behaviour; anxiety, eating disorders.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	**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.
Wave 1 – Quality First Teaching – including the West Sussex Ordinarily Available Inclusive Practice (OAIP)	• Differentiated lessons with clear learning objectives, success criteria, and visual prompts. Pre-teaching of subject vocabulary • Use of multi-sensory approaches (e.g. concrete → pictorial → abstract). • Regular use of formative assessment and immediate feedback • Scaffolds and chunked instructions. Text presented clearly – bullet points, clear font, headings • Pupils encouraged to explain what they have to do - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Conceptual variation in Maths, maths models • Alternative ways of demonstrating understanding e.g., diagrams, mind maps, use of voice recorders • Writing frames/sentence starters • Word mats designed for specific subjects/lessons • Assistive technology (dictation, typing, languages (translation), text-to-speech apps, laptops/tablets • Coloured overlays, coloured paper for worksheets & coloured background on IWB • Extra time to process/complete tasks • Next steps/planner using visuals • Use of additional adults for facilitation, *not dependency.*	• Clear, simple language with visual supports. • Visual timetables and structured routines. • Modelling and repetition of language. • Planned opportunities for talk (e.g. talk partners, structured turn-taking). • Class environment low in background noise. • Staff trained in communication strategies • Use of songs for routines • Individualised visual aids/timetables • Use of Makaton (Early Years) • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language e.g., symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Processing time • Prompt cards used to support understanding • 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 • Speech & Language Progression Tools (assessment)	• Positive relationships, clear behaviour expectations, and restorative practice. • Whole-school PSHE/RHSE, circle time, • Emotion Coaching. • Class emotion check-ins and calm corners. • Clear routines and visual prompts. • Staff use trauma-informed and relational approaches. • Timetabled opportunities for movement and play throughout the day. • 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 • Movement/sensory breaks • Interactive strategies e.g., Whiteboards to hold up answers, post-it notes • 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 • Fidget tools • Concrete resources easily at hand to support • Give a 'set time' for written work • Transition from whole class work to independent is taught and actively managed • Next steps/planner using visuals • 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.	• Good classroom acoustics, lighting and seating. • Predictable routines and transition warnings. • Awareness of sensory differences. • Access to quiet spaces or calm corners. **Visual** • 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 **Hearing** • 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 **Co-ordination** • 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/Standing desk 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 **Sensory**

				• Fidget tools • Sensory diet/breaks • Individualised sensory checklist/profile • Proprioceptive activities • Vestibular activities
	Kingslea Primary School - Whole School Provision			
	Cognition & Learning	**Communication & Interaction**	**Social, Emotional Mental Health**	**Sensory & Physical**
Interventions	• 1:1 Reading Booster • Mastery Files (spelling, maths) • English & Maths Hospital (Pre-Post Teaching) • Over-teaching • Word Aware (Vocabulary) • Colourful Semantics • Memory Magic Programme (auditory, visual) • Class text comprehension (KS1) • Totem & Talisman Comprehension (KS2) Programmes • Expanding Expression Tools • Early Handwriting • Motor and Perceptual Skills • TT Rockstars • Numbots • IT- Typing.com • Sensory Circuits (behaviours for learning) • Sensory corridor • Dual coding • Blank level questioning • Sounds Write • LBAT (Learning & Behaviour Advisory Team) • Individualised maths/English skills intervention • Individualised visual prompts • Adapted materials (summarised texts, models, sentence starters) • Virtual School Advisory Teacher • EYFS Transition Team • Outreach from specialist settings	• KALI (Kingslea Active Listening Intervention- EYFS/Yr1) • Speech & Language (Onsite therapist) • Speech & Language (NHS) • Assisted language boards • Narrative Therapy • Active Listening (Yr2, KS2) • Language for Thinking • Expanding Expression Tool • Attention Autism (Bucket Club) • Individualised/whole school visual timetable (Widgit) • Individual visual prompts (Widgit) • Lego Therapy • Nurture Group • Pragmatic Semantics • EMTAS (Ethnic Minority & Traveller Achievement Service) – advisory • ASCT (Autism & Social Communication Team) -advisory	• ELSA • Learning Mentor • PSHE/RHSE reactive to class/school need in addition to pre-planned) • Onsite counsellor • Offsite counselling • Socially Speaking • The Friendship Formula • You Talk, I'll Listen • Time to Talk • Play Leaders • Meet and Greet • Social skills intervention group (KS1/KS2) • Nurture intervention group (KS1/KS2) • Sitting spot/carpet spot • EBSA (Emotionally Based School Avoidance) support and plan • Individualised systems (early start, separate entrance, first to leave) • Emotion coaching • Family Link Worker- parenting support • WOWSI- Working on Worries (Family Support) • Safety & Support Plan (individual) • Theraplay • Educational Psychology Service (Advisory only) • Healthy Child Programme (NHS) • SPOA (Single Point of Access) • Early Help (Designated Schools Team) • KVPT (Kingslea Vulnerable Pupils Team) • Well-being walk • Forest school (Kingslea copse)	**Visual** • Tracking programme • Scanning • Visual Perception Skills **Hearing** • Sensory Support Team (training & advisory) • Deaf friendly classroom audit – individualised **Co-ordination** • Jump Ahead • Input and programmes from Physiotherapy and Occupational Therapy • Teodorescu – Write from the Start • IT-Typing.com • Individualised Fine Motor Programme **Sensory** • Jump Ahead • Input and programmes from Physiotherapy and Occupational Therapy • Individual Toileting programme • Individual handwriting/fine motor programme • Provision of adapted materials e.g., enlarged text • Own seating/standing desk • Privacy boards • Fidget Busters/Movement Breaks • Wobble Cushions/chair bands • Sloping Boards • Pencil grips/stabilo pencils, twist & write pencils • IT equipment • Sensory Circuits • Sensory corridor