



**INSPIRE   NURTURE   BELIEVE   ACHIEVE**

*Working **together** to be the **best** that we can be.*

**Goldsborough Sicklinghall Federation**

## **Provision Maps**

**For the academic year 2020-2021**

**Happiness**

**Perserverance**

**Resilience**

**Kindness**

**Friendship**

**Respect**

## Sensory and Physical

Inclusive Quality First Teaching for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
<ul style="list-style-type: none"> <li>• Quality first teaching with a multi-sensory approach to learning</li> <li>• Quality assessments that inform learning and provides a cognitive challenge</li> <li>• Context embedded learning, scaffold learning (building on prior knowledge and experience)</li> <li>• The use of visual, auditory and kinaesthetic methods</li> <li>• A structured environment that encourages independence in learning</li> <li>• Awareness raising for staff</li> <li>• Touch typing skills</li> <li>• Appropriate seating and workstation</li> <li>• Encourage pupils to use aids, e.g. hearing aids, glasses</li> <li>• Ensure you have the pupil's attention before speaking</li> <li>• The use of additional time to allow for processing of information, formulating responses and completing tasks</li> <li>• Advanced planning and special arrangements for off site visits</li> <li>• Specialist arrangements to be made for tests and exams</li> <li>• Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment</li> </ul> <p><b>Hearing impaired</b></p> <ul style="list-style-type: none"> <li>• To aid lip reading, stand still, do not stand in front of a window, keep instructions short, sit the pupil so that your full face is seen</li> <li>• Check for understanding through asking questions and observing responses</li> <li>• Repeat the contributions of other pupils</li> <li>• Write homework on the board and give at the beginning of the lesson rather than the end</li> <li>• Allow extra time for thinking, processing and formulating response</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work structured with a purpose and measured impact.</li> <li>• Small group work structured to follow up target to fill in gaps.</li> <li>• Individual or group sessions – breakfast/after school club.</li> <li>• Learning conversations.</li> <li>• Risk assessment to support inclusion in certain activities.</li> <li>• Mentoring/pastoral support at key times of day/week.</li> <li>• Individualised motivational rewards.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist.</li> <li>• Specialist assessment of pupil's needs.</li> <li>• Enhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved. This may include: <ul style="list-style-type: none"> <li>➢ British Sign Language</li> <li>➢ Sign Supported English</li> <li>➢ Braille</li> <li>➢ Moon (IT touch app)</li> <li>➢ Mobility (Independent Travel)</li> <li>➢ Independence Living skills</li> <li>➢ Enhancing Social and emotional skills</li> <li>➢ Additional ICT skills</li> <li>➢ Specialist IT/Communication equipment</li> <li>➢ Low Vision Aids</li> <li>➢ FM Systems. (hearing impairment)</li> </ul> </li> <li>• Loan of and training in the use of pupil specific, specialist equipment for staff and pupils.</li> <li>• In-school training for staff (pupil specific).</li> </ul>

<ul style="list-style-type: none"> <li>• Make sure you gain the pupils attention by first saying their name before giving instructions or asking questions.</li> </ul> <p><b>Visually Impaired</b></p> <ul style="list-style-type: none"> <li>• Prescribed glasses should be worn as advised – ensure that they are clean</li> <li>• Do not ask visually impaired children to share books or worksheets</li> <li>• Photocopies need to be of high quality, good contrast, clear and not reduced in size</li> <li>• Work cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surface</li> <li>• When using the blackboard/ whiteboard, it helps if the teacher speaks clearly as he/she is writing.</li> <li>• Keep the whiteboard clean and clear. Contrasting and dark markers should be used</li> <li>• Change background colour on the interactive whiteboard to reduce glare and improve contrast</li> <li>• Supplementary lighting should be helpful, not dazzling. Extra individual lighting should be placed to the rear and come from over the shoulder.</li> <li>• The pupils should be positioned to make maximum use of natural lighting but to avoid glare</li> <li>• An orderly environment is most important. Be aware that hazards may not always be seen e.g. bags on the floor</li> <li>• Make sure all glass screens e.g. computers and TVs are clean and goggles unscratched.</li> <li>• To ensure good posture, use desk slope or board, or simple book stands on desks.</li> <li>• Make sure you gain the pupils attention by first saying their name before giving instructions or asking questions.</li> </ul> <p><b>Physical/Medical</b></p> <ul style="list-style-type: none"> <li>• Arrange seating work areas so that pupils have:</li> <li>• Space to move to/from area</li> <li>• Have a clear view of the board or demonstration area</li> <li>• Can reach equipment independently</li> <li>• Have adequate space around to aid balance</li> <li>• It may be necessary to adopt different strategies in order to facilitate the ease of movement around the building:</li> </ul>		
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<ul style="list-style-type: none"> <li>• Timetabling of accessible rooms</li> <li>• Locker / place to store books and equipment</li> <li>• Leaving lessons early to avoid busy corridors</li> <li>• Opportunities to develop independence through management of the environment and support staff</li> <li>• Buddy system.</li> <li>• Differentiate tasks to reduce the amount of written working using: <ul style="list-style-type: none"> <li>• Cloze techniques</li> <li>• Grids/tables</li> <li>• A scribe</li> </ul> </li> <li>• Aid access to ICT using strategies that may include: <ul style="list-style-type: none"> <li>➤ Altering the Windows environment to make access easier</li> <li>➤ Using alternative hardware e.g. rollerball</li> <li>➤ Using software to aid recording e.g. Clicker.</li> <li>➤ Lower case and coloured keyboard</li> </ul> </li> <li>• Provide additional equipment such as; <ul style="list-style-type: none"> <li>➤ Easy grip scissors, tools, pen, pencils</li> <li>➤ Sloping writing wedge</li> <li>➤ Non-slip mat</li> </ul> </li> <li>• Present work in a different format: <ul style="list-style-type: none"> <li>➤ Clear, non 'busy' worksheets</li> <li>➤ Questions numbered to help with sequencing of task</li> <li>➤ Reading/marker 'window'</li> <li>➤ Covering over part of a worksheet that is not being worked on to reduce distraction</li> </ul> </li> <li>• Make additional arrangements e.g. <ul style="list-style-type: none"> <li>➤ Additional time to complete tasks</li> <li>➤ Opportunities to develop independence and decision making</li> <li>➤ Advance planning and special arrangements in order to be included in off-site visits</li> <li>➤ Special arrangements to be made for testing / examinations</li> <li>➤ Training for staff who may be involved in moving and handling for pupils</li> <li>➤ For fire evacuation</li> </ul> </li> </ul>		
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## Cognition and Learning

Inclusive Quality First Teaching for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
<ul style="list-style-type: none"> <li>• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do.</li> <li>• Personalised and differentiated teaching, including questioning.</li> <li>• Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of individuals.</li> <li>• Teachers use a range of access strategies that will help children overcome barriers to learning e.g. use of models and images.</li> <li>• Tasks are clearly explained or modelled – success criteria are clear as are outcomes.</li> <li>• Organisation of the classroom environment is conducive for learning e.g. background noise is avoided; light source is in front of the teacher.</li> <li>• Use of differentiated learning walls to support learning and teaching.</li> <li>• High Quality Phonic Work.</li> <li>• Pupils given time or support before response is required.</li> <li>• New or difficult vocabulary is clarified, written up, displayed and referred to.</li> <li>• Pupils are provided with relevant and accessible resources e.g. word banks, number lines, dictionaries, spell checkers.</li> <li>• Alternatives to written recording are used including mind mapping, adult scribe, recording using iPads or sound buttons.</li> <li>• Use of ICT as an access strategy, IWBs have cream background.</li> <li>• A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook – NYCC; cream paper, cream exercise books, coloured overlays, dyslexia friendly reading books, classroom displays.</li> <li>• Use peers to maximise opportunities for learning e.g. Talk Partners.</li> <li>• Use of procedural facilitators e.g. writing frames accompanied by higher order questioning and teacher dialogue to extend learning</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted use of PNS literacy and numeracy group interventions e.g. Early Reading Research, Toe by Toe</li> <li>• Springboard materials targeted to different pupils according to need, linked to current class unit of work.</li> <li>• Guided reading/writing/phonic/talk/maths –increasingly personalised</li> <li>• In class support from additional adults</li> <li>• Targeting Pupil Progress TPP (NYCC) training &amp; support from maths team</li> <li>• Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly individualised programmes based on independent evidence of what works e.g. DCSF 'What works for pupils with literacy difficulties' Ref: 00688-2007BKT-EN</li> <li>• Individual session with visiting specialist (EMS etc).</li> <li>• Teacher or TA delivering interventions left by outside agency.</li> <li>• Proven interventions; ALK, precision teaching etc.</li> <li>• Loan technology for use at home.</li> </ul>

## Social, Emotional and Mental Health SEMH

Inclusive Quality First Teaching for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
<ul style="list-style-type: none"> <li>• High expectations for all</li> <li>• Pace-varied tasks</li> <li>• Careful choice of talk partners</li> <li>• Positive whole school behaviour policy</li> <li>• Modelling of good behaviour by staff</li> <li>• Use of adult body language and voice</li> <li>• Catching them being good by pre-empting</li> <li>• Praise to get attention</li> <li>• Visual timetable</li> <li>• Circle time (PSHE)</li> <li>• Drink water</li> <li>• Formal and informal meetings with parents</li> <li>• Fit and Funky/Activate Awake</li> <li>• Citizenship/PSHE</li> <li>• Formal and informal meetings with parents</li> <li>• Notes home positive</li> <li>• Display learning behaviours with rewards and consequences</li> <li>• Give children valuable roles to help adults e.g. take register</li> <li>• Create a safe learning environment</li> <li>• Giving child valuable role in activities – e.g. supporting teacher, use of digital camera</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Thrive, SEAL</li> <li>• Nurture groups</li> <li>• Five-point scale</li> <li>• Manage transitions -specifically to high school</li> <li>• Vulnerability register</li> <li>• School nurse</li> <li>• A designated area to calm down</li> <li>• Staff trained in de-escalation strategies</li> <li>• Record antecedent, action, consequence.</li> <li>• Adaptations to classroom layout/furniture.</li> <li>• An alternative lunchtime club for children who find it difficult to cope with playtime</li> <li>• An area to calm down</li> </ul>	<ul style="list-style-type: none"> <li>• Compass Buzz 1:1 intervention</li> <li>• Thrive and Elsa therapeutic interventions</li> <li>• ABCC/STAR monitoring</li> <li>• TEAM Teach</li> <li>• Home school support worker</li> <li>• Behaviour support services</li> <li>• SEND Hubs</li> <li>• Child protection designated person</li> <li>• Outside agencies</li> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Space for children to work in a different way</li> <li>• Sensory equipment/resources</li> <li>• Space for children who need additional and different</li> </ul>



## Communication and Interaction

Inclusive Quality First Teaching for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
<ul style="list-style-type: none"> <li>• Appropriate use of visual, auditory and kinaesthetic strategies to best meet needs.</li> <li>• Visual based information books/timetables etc.</li> <li>• Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge, and also alternative means of expression e.g. signs, symbols, high tech communication aids.</li> <li>• Make explicit links to previous learning.</li> <li>• Identify core vocabulary and concepts for lessons.</li> <li>• Build in opportunities within a lesson for over-learning, repetition, and generalisation of concepts.</li> <li>• Identify appropriate resources to facilitate hands-on, experiential learning.</li> <li>• Communicate orally and visually the learning objectives for the lesson.</li> <li>• Systematic teaching of Phonics.</li> <li>• Rich curriculum experiences such as drama, art, sport.</li> <li>• Firm and clear boundaries.</li> <li>• Positive reinforcement.</li> <li>• Clear class structure and routine.</li> <li>• Sensory approaches to learning.</li> <li>• Access to computers.</li> <li>• Differentiation of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Talk Groups, 'Speaking and Listening through Narrative', 'Time to Talk', 'Socially Speaking'.</li> <li>• Use of talk partners.</li> <li>• Small group work with children who can model language.</li> <li>• Barrier games.</li> <li>• Word webbing.</li> <li>• Use of sensory approaches.</li> <li>• Revisiting prior learning to strengthen long term memory.</li> <li>• Provide particular opportunities for children to articulate their new learning.</li> <li>• Support provided at breakfast/after school clubs.</li> <li>• Precision teaching.</li> <li>• Reinforcement of key ideas.</li> <li>• Small group work on emotions and understanding feelings.</li> <li>• Area provided for 'quiet time'.</li> <li>• Circle of friends</li> <li>• In class support with a focus on supporting speech and language</li> <li>• Peer support activities, e.g. working with peer groups to enhance their own understanding in order to reduce bullying, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate advice from a speech and language therapist and/or specialist teacher relating to individual needs.</li> <li>• Specify and consider reducing the vocabulary/concepts to be learned for pupils with specific language needs.</li> <li>• Plan for pre-teaching of specific vocabulary/concepts using a structured format.</li> <li>• Identify key approaches for TA to use with individual pupils/small group, either to support class activity or to complete therapeutic interventions determined by S&amp;LT.</li> <li>• Incorporate targets into planning.</li> <li>• Produce individual support materials e.g. talking tins, communicate 2 print app.</li> <li>• Regular meetings with parents to discuss progress.</li> <li>• Personal visual timetable.</li> <li>• Communication cards – signs and symbols to show emotions, actions etc.</li> <li>• Loan technology for use at home.</li> <li>• Individual visual timetable.</li> <li>• Signs and symbols.</li> <li>• Positive reinforcement.</li> <li>• Work to develop organisational skills.</li> <li>• Advice from outside agencies and specialists.</li> <li>• Specific behaviour targets.</li> <li>• Individual rewards system.</li> <li>• Individual risk assessments for certain activities.</li> <li>• Social stories.</li> <li>• Regular and close contact with parents/carers</li> </ul>

<ul style="list-style-type: none"> <li>• Labelled and organised resources.</li> <li>• Learning walls.</li> <li>• Practical activities.</li> <li>• Creative opportunities.</li> <li>• Flexible teaching arrangements. Use of visual strategies to aid teaching and learning e.g. visual timetables</li> <li>• Non-verbal symbols to aid comprehension e.g. Widgit, 2000 Mayer Johnson</li> <li>• Sign supported software e.g. Writing with symbols, Widgit, Communicate in Print</li> <li>• Use of ICT as access strategy e.g. Clicker</li> <li>• Let's Communicate NYCC</li> <li>• SEAL/SEAD (Early Years)</li> <li>• 'Spell' approach: <ul style="list-style-type: none"> <li>➤ structure</li> <li>➤ positive</li> <li>➤ empathy</li> <li>➤ learning</li> <li>➤ links</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• High level of 1:1 support (including at unstructured times)</li> <li>• PECS Picture Exchange Communication System</li> <li>• Visual strategies based on TEACCH (Treatment &amp; Education of Autistic and Related Communication Handicapped Children), providing structure, reducing stress and improving understanding</li> <li>• Social Stories – assists individuals to develop greater social understanding</li> <li>• Comic strip conversations – assists understanding of difficult or key concepts</li> <li>• Let's Target Communication –NYCC</li> <li>• Support from SEND Hubs</li> <li>• Specialist support focused on communication (e.g. SALT, signing)</li> <li>• Access to regular mentoring work</li> </ul>
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