



Whole school Provision Map (school offer) 2018 – 2019

SEND non-negotiable – to be found in all classes

- Communicate and print visual timetables to be found near the IWB.
- Wherever possible IWB displays to have a yellow background to support those with visual tracking problems.
- Rainbow alphabet and 'Bed' poster up and near the English working wall to support those with dyslexic tendencies.
- All resources to be labelled with a visual - communicate and print to be used where ever possible.
- Displays to not 'leak' over boarders to support those with sensory processing needs and visual tracking difficulties.
- Limit the use of things hanging from ceilings to support those with sensory processing needs and visual tracking difficulties.
- All resources and working walls to be coloured coded.
- Learning behaviours to be displayed to support children's well- being and social, emotional and mental health.
- A consistent approach to classroom and behaviour management is established.

Strategies to use within first quality teaching to support all children.

Cognition and learning.

- Print hand outs on pastel coloured paper.
- Consider VAK (types of learners) in planning and lesson delivery.
- Laminate key words, 100 squares etc and sellotape to a child's table or create packs.
- Talking tins/ postcards.
- Do no overload worksheets with instructions etc.
- Use a multi-sensory approach to learning.
- Do not repeat displays, have only one number line (numicon one is probably the best), one alphabet, one lot of days of the week, one set of months of the year etc.
- Use leaver arch folders as writing boards.
- Use blue tac to stop the child's book from moving.
- Pencil, pen grips.
- Brain gym.
- Memory booster activity cards before each lesson.
- Individualised timetables.
- Coloured overlays

Physical and sensory

- Limit things hanging from the walls and ceilings in the classroom.
- Regulate noise levels in class – use a visual cue/ reminder.
- Do not overload displays and walls.
- Provide with tactile distractions – blue tac, tangle etc.
- Provide sensory breaks.
- Give time out when needed.
- Hands pressed down on heads.
- Breathing techniques – in for 7, out for 11.
- Teaching a child the emotional freedom technique strategies.
- Something to hug.
- Weighted blankets etc.
- Wobble cushions.
- Something for children to rest their feet on.
- Giving someone jobs like carrying heavy things.
- Brain gym.

Communication and interaction.

- Use modelled corrections.
- Use pictures to support - communicate and print.
- Using buddies to model good language.
- 1 or 2 instructions at any one time.
- Avoid closed questions that allow the children only to answer yes or no.
- Verbalise thoughts and actions as they happen.
- Use gestures, facial expressions.
- Ensure you are always facing the child and at their level.
- Allow time for children to process and respond.
- Reduce distractions and background noise.
- Individualised visual timetables using 'now' and 'next' language.
- Visual support for routines like PE etc.
- Model effective talk.
- Plan in talk partner time and model how to do this effectively.
- Link back to class agreed talk expectations.
- Pictures, pictures and more pictures!

Social, emotional and mental health.

- Regular use of R time activities with the whole class.
- Regular PSHE lessons to include SEAL based work.
- Individualised behaviour care plans.
- Individualised rewards charts.
- Helping them to feel they belong by always making a point of saying Hi and Bye each day to them personally.
- Giving them a job or an area of responsibility in the class.
- Having a safe space for them to go to within class (individualised work stations do have a place at times)
- Establishing a signal to use together to show they are feeling overwhelmed.
- Consistency in approach.
- Providing visual cues.
- Use of timers etc.
- Ensuring the school rules, rewards and sanctions are visible.
- Provide regular breaks if needed.
- Find something positive to say. They may have had an awful day but always leave on a positive and build on that.
- Individualised timetable/visual timetable.

Interventions available within Holsworthy Primary School.

Cognition and learning	Communication and interaction	Social, emotional and mental health.	Physical and sensory.	Specialist, outside agency support.
Priority readers	Focused Speech and language support.	Adoption group – incredible me.	Fun fit.	Educational Psychologist
MYTY maths	Social skills groups.	Free 2B me (DV group for years 4&5 predominately)	Physiotherapy and stretches.	Behaviour Support
Take 2	Social stories.	Social skills groups.	Sensory breaks.	SALT
Phonics/ RWI intervention	Children’s centre based speech and language based intervention.	Lunch club.	Sensory skills group intervention.	Teacher of the deaf
Wordblaze		Specialised and individualised mentoring support.		School nurse
SPAG intervention		Social story work.		Parent support advisor.
Precision teaching				Lampard outreach
See and learn programme.				CAMHs
Pre teach/ post teach.				Inclusion officer David Archer.
Handwriting support.				OT
Pre writing skills.				Physiotherapy
Focused TA maths boosters.				Physical disabilities support.
Focused TA English boosters.				Learning disabilities nurse.
				ADHD support
				Communications and interactions team.
				Social worker.
				Adoption support worker.
				IFIT
				The children’s centre.
				Horwood Comber Forest School.
				North Devon Academy.
				Southwest intervention services.