



Alverton Primary School – Provision Map and Interventions

Communication and Interaction (including Speech and Language and ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities and DCD Developmental co-ordination disorder (dyspraxia) in children)	Social, Mental and Emotional Health (including ADHD)
<p><u>Universal Provision (Class)</u></p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Increased visual aids/modelling ○ Visual timetables and use of symbols when necessary. ○ ICT programmes to support language ○ Small world play and role Play in some areas. ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils (when possible) ○ Assemblies with appropriate signs and visual aids used (when possible) ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities ○ Presentations of learning 	<p><u>Universal Provision (Class)</u></p> <ul style="list-style-type: none"> ○ Adapted tasks ○ Adapted delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Adapted output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries QR Codes for I pads ○ Use of writing frames ○ Ensuring appropriate reading material available from other year groups ○ Weekly spelling lists (phonics led or adjusted) ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Multi-sensory phonics approach ○ Spelling sessions ○ Teacher/TA check ins ○ English and Maths catch up/quick intervention. ○ Showbie (KS2) app for sharing work ○ Explained all (KS2) revisit of methods taught ○ Little Wandle phonics programme 	<p><u>Universal Provision (Class)</u></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements (when possible) ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction - lego ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Movement exercises in lessons. ○ Sand and water play (where needed) ○ Provision of left handed equipment ○ Funfit - to support co-ordination and motor planning. 	<p><u>Universal Provision (Class)</u></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy - with adaptations in mind ○ Class Rules ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems – class based ○ Consistent and progressive sanction system for when rules are broken ○ School Council, worry box or alternatives. ○ Teaching listening through group time, class games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ PSHE curriculum focus on social, emotional aspects of learning ○ Playground friends and buddies available ○ Variety of teaching styles used to suit pupils ○ Visual timetables/Use of symbols when needed. ○ Use of first hand experiences to stimulate learning ○ Pastoral check ins



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<u>Additional and Different Provision (Group)</u>	<u>Additional and Different Provision (Group)</u>	<u>Additional and Different Provision (Group)</u>	<u>Additional and Different Provision (Group)</u>
<ul style="list-style-type: none"> ○ Speech and Language support groups ○ Use of ipads app to provide alternative means to record work. ○ Visuals to support communication ○ 	<ul style="list-style-type: none"> ○ Additional adult support in class for English and Maths. ○ Visual/auditory resources to suit learning need ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes ○ Daily small group of support for literacy outside class. Phonics/ spelling/precision teaching ○ Extended small group support for maths, reading, spelling outside class. Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Touch typing. ○ Pre teaching of information/lessons ○ IDL app- additional learning in maths, spelling and comprehension 	<p><u>Outside agency input</u></p> <ul style="list-style-type: none"> ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Fun Fit - to support co-ordination and motor planning. ○ TA support in PE/dance/ games ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme ○ Slopes for writing ○ Weighted pillows for support ○ 	<ul style="list-style-type: none"> ○ Alternative lunch-time provision when needed ○ Anxiety Gremlin activities to support anxiety ○ Volcano in my tummy - resources about feeling angry ○ Use of buddy system ○ Pastoral support ○ Individual reward charts ○ Social stories - tailor made stories about social understanding and safety ○ Traffic lights, for supporting transitions.



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<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual) Advice from Specialists - OT, Physio etc</u>	<u>Specialist Provision (Individual)</u>
<ul style="list-style-type: none"> ○ Individual Speech therapy programmes – delivered by Speech therapist or TA ○ Individual visual timetables / schedule ○ Individual ICT programmes ○ Individual transition programme ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Total communication approach - visuals to support communication 	<ul style="list-style-type: none"> ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Individual speech programmes ○ Use of individual ICT programmes targeting learning e.g. word/number shark, etc) ○ One to one support for literacy outside class ○ One to one support for maths outside class ○ List of current and future topic words ○ Wave 3 targeted assessment and support for maths with class TAs ○ TA support daily with targets ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ 1:1 tuition with funding for 'x' pupils ○ Efficient word processing 	<ul style="list-style-type: none"> ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Seating arrangements (r-handed, l-handed etc) ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) 	<ul style="list-style-type: none"> ○ Individual reward/sanction systems ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency – referral made ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal seclusion ○ Planned used of physical positive handling ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement support) ○ Dreadnought referrals