Richmond Methodist Primary School Whole School Provision Map

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This list represents our current array of strategies and Interventions. We are always flexible so, if you think that something untried might support your child, do mention it to us.

Area of need	Quality First Teaching for	Early Interventions and	Personalised provision
	all in an inclusive	catch-up programmes.	Additional and Different
	classroom.	Often group teaching	for some pupils
Literacy – reading and writing (Including Dyslexia)	Differentiated curriculum planning, activities, delivery, questioning and outcome. Students positioned carefully in the class. Positive reinforcement used to boost confidence and to encourage best efforts Students are provided with relevant and accessible resources, eg. useful vocabulary, phonic boards. Phonics delivered in multisensory	"The Perfect Sentence" group (Yr 1) Small group extra phonics. (Focus on multi-sensory strategies and overlearn) In class small group support from a TA/teacher Daily motor group – working on gross and fine motor skills. Touch Typing group – Mavis Beacon	Lexia Lexicon IDL Units of Sound 1/1 Personalised Literacy Programme Active Literacy Kit Paired Reading Paired Writing Reading Intervention Better Reading Partners Reading schemes — Dandelion Readers,
	teaching style, including Kinaesthetic strategies e.g. showing numbers on fingers, full stops. Phonic boards available when children write. Sound buttons are available to support sentence writing. Consideration of the use of peers to maximise opportunities for learning. Learning Partners are used		Rapid Readers, Alba, Totem, Rescue, Talisman.Some of these are high interest, low reading age. Individual arrangements for SATs, e.g. reader, extra time. Alphabet Arc activities Speed Up Visual Disturbance Testing Read Write Inc Support from EMS

frequently. Personal target boards Writing frames are used to scaffold Dragon writing tasks. Clicker 6 Extra explanation is given to clarify **Phonics Counts** understanding. We provide coloured overlays, rulers and coloured books. Expectations stated clearly and whenever possible children shown 'what a good one looks like'. We ensure worksheets are dyslexia friendly – plenty of white space, larger font (Dyslexia Friendly Fonts like Comic Sans or Arial) Sometimes is written tasks are scribed so that a child can reach their full potential. Instructions given in small chunks and very clearly. We use the IWB. We all use a Literacy Working Wall. We have a range of dictionaries (including ACE dictionaries) We provide pencil grips and special pencils/pens Photocopying on coloured paper. Cursive writing throughout the school.

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Mathematics	Differentiated curriculum planning, activities, delivery, questioning and outcome. Students positioned carefully in the class. Positive reinforcement used to boost confidence and to encourage best efforts Students are provided with relevant and accessible resources, eg. number lines, counters, Numicon We use the IWB. We all use a Mathematics Working Wall.	In class small group support from a TA/teacher	Talk Maths Dynamo Maths Success at Arithmetic 1st Class @ Number
SEMH (Social, Emotional,	SEAL assemblies and lessons. Circle Time Class reward systems, e.g. Dojos		A home/school diary that enables home and school to thoroughly communicate behaviour.
•	Consistent classroom management		Lego therapy
Mental Health)	Visual timetables		A hideout/timeout, e.g we have used
	Positive reinforcement used to		tents
	encourage good behaviour.		Chunking
	Daily chats with parents		Individual reward system Adult or child mentors
	Students positioned carefully in the class.		Individual visual timetables
	A fiddle toy is encouraged to		1/1 teaching assistant support
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	promote concentration in class discussion and when listening to the teacher. An exciting array of extracurricular activities are available.	Golden Book Circle of friends Support from EMS and Educational Psychologist A Crisis Curve is created and wisdom used to avert crisis. A "Golden Box". Child has a personal box of objects/ activities that will help them calm down.
Speech, Language and Communication (including Autistic Spectrum Disorder)	Child sits close to a teaching assistant in discussions so that he/she can be reminded and given clues of important vocabulary. Child will be given thinking time when he/she asked a question and encouraged/praised when sharing his ideas. Instructions given in small chunks and very clearly. Extra explanation is given to clarify understanding. Visual timetables A fiddle toy is encouraged to promote concentration in class discussion and when listening to the teacher.	Individual Talking Books Talking Partners Individual visual timetables 1/1 teaching assistant support Talking Partners Communication in Print Circle of Friends Social Stories Carefully planned transitions between classes/secondary school, e.g. poster of new classes, key rings of new adults Support from SSA team Support from EMS, Speech Therapist and Educational Psychologist Makaton

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	Hand signals are used to accompany verbal instructions (Makaton) Students positioned carefully in the class.	
Sensory, Physical and Medical	Staff well trained and educated in impairments and limitations. Medical support/advice implemented. Students positioned carefully in the class e.g. away from direct sunlight. A fiddle toy is encouraged to promote concentration in class discussion and when listening to the teacher. Work enlarged and /or adapted We provide pencil grips and special pencils/pens Activate Privacy boards, ear defenders available.	Keyboard skills training. 1/1 Support from Children's Centre and Adaptions to the building Specialist equipment 1/1 teaching assistant support 1/1 exercise sessions Support in getting around school, e.g holding an adult's hand down a staircase or supervision in the lift.

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