

Richmond Methodist Primary School Whole School Provision Map 2019 - 2020

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 all in an inclusive classroom.	Early Interventions and catch-up programmes.	Personalised provision Additional and Different for some pupils
Literacy – reading and writing (Including Dyslexia)	<ul style="list-style-type: none"> • 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 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. • Writing frames are used to scaffold writing tasks. • Extra explanation is given to clarify 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 written tasks are scribed so that a child can reach their full potential. 	<ul style="list-style-type: none"> • "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 • Gross and fine motor skills intervention • Touch Typing group • Young Explorers reading group. • Write-away-together • Reading for Inference • 'Closing the gap' time • Reading Intervention • Precision teaching • Phonics Counts • Alphabet Arc activities 	<ul style="list-style-type: none"> • Units of Sound • 1/1 Personalised Literacy Programme • Active Literacy Kit • Paired Reading • Paired Writing • Better Reading Partners • Reading schemes – <i>Dandelion Readers, Rapid Readers, Alba, Totem, Rescue, Talisman.</i> Some of these are high interest, low reading age. • Individual arrangements for SATs, e.g. reader, extra time. • Speed Up • Visual Disturbance Testing • Read Write Inc • Support from EMS • Personal target boards • Dragon • Google Docs • SNIP

	<ul style="list-style-type: none"> • 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. Differentiated cursive writing throughout the school. • Writing targets are displayed in every classroom. • Phonic phones • Differentiated computer boards and mouse. • Guided reading sessions. 		
Mathematics	<ul style="list-style-type: none"> • 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. • All learning begins with using concrete resources. 	<ul style="list-style-type: none"> • In class small group support from a TA/teacher • Success at Arithmetic • 1st Class @ Number • Talk Maths • Steve Chinn – dyscalculia resources 	<ul style="list-style-type: none"> • Dynamo Maths • Daily Probe sheets
SEMH (Social, Emotional, Mental Health)	<ul style="list-style-type: none"> • SEAL assemblies and lessons. • Circle Time • Class reward systems, e.g. Dojos • Consistent classroom management • Visual timetables • Positive reinforcement used to encourage good behaviour. • Daily chats with parents • Students positioned carefully in the class. • A fiddle toy is encouraged to promote concentration in class discussion and when listening to the teacher. • An exciting array of extracurricular activities are available. • Active breaks between tasks. • Reflection areas in every classroom. 	<ul style="list-style-type: none"> • Talkabout • Managing strong emotion resources • Socially speaking • Zones of regulation • Lego therapy • Circle of friends • Nurture group • We can make it better. • Relaxation club • Golden ticket lunch time club 	<ul style="list-style-type: none"> • A home/school diary that enables home and school to thoroughly communicate behaviour. • The Piper model resources • A hideout/timeout, e.g we have used tents • Chunking • Individual reward system • Adult or child mentors • Individual visual timetables • 1/1 teaching assistant support • Golden Book

			<ul style="list-style-type: none"> • 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. • Personal ‘worry’ books • Feelings maps. • Play leaders • Golden Ticket lunch club. • Compass Buzz • Personised ‘chill out’ areas can be created within the classroom.
Speech, Language and Communication (including Autistic Spectrum Disorder)	<ul style="list-style-type: none"> • 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. • Now and Next strategies used alongside other visual supports. • Hand signals are used to accompany verbal instructions • Students positioned carefully in the class. • Privacy boards and ear defenders are available in every classroom. • Classes partake in active breaks. • Speech balloons • Support from EMS, Speech Therapist and Educational Psychologist 	<ul style="list-style-type: none"> • Talkboost • Talkabout • Managing strong emotion resources • Socially speaking • Zones of regulation • Lego therapy • Circle of friends • Nurture group • Makaton • Communicate and Print • Social stories • Relaxation club • Golden ticket lunch time club 	<ul style="list-style-type: none"> • Individual Talking Books • Talking Partners • Individual visual timetables • 1/1 teaching assistant support • Carefully planned transitions between classes/secondary school, e.g. poster of new classes, key rings of new adults • Support from EMS, Speech Therapist and Educational Psychologist • Personised ‘chill out’ areas can be created within the classroom.

	<ul style="list-style-type: none"> • Phonic phones • Reflection areas in every classroom. 		
Sensory, Physical and Medical	<ul style="list-style-type: none"> • Staff are 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. 		<ul style="list-style-type: none"> • Keyboard skills training. 1/1 • Support from Children's Centre • 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. • Use of a laptop or keyboard to write. • Screen casting from iPads. • Wobble cushion