

Richmond Methodist Primary and Nursery School Whole School Provision Map



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

Area of need	Quality First Teaching for all in an inclusive classroom.
Literacy – reading and writing (Including Dyslexia)	• Differentiated curriculum planning, activities, delivery, questioning and outcome. • Students positioned carefully in the class. • Students are provided with relevant and accessible resources, e.g. 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 or other recording devices are available to support sentence writing. • Consideration of the use of peers to maximise opportunities for learning i.e. learning partners. • Writing frames are used to scaffold writing tasks. • Use of colourful semantics to support sentence building. • Extra explanation is given to clarify understanding. • We provide coloured overlays, rulers and coloured paper 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. • Instructions given in small chunks and very clearly. Key points can be jotted down on post-it notes or repeated. • 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 and/or use of a colour overlay. • Differentiated cursive writing throughout the school. • Writing prompts are displayed in every classroom. • Phonic phones • Differentiated computer boards and mouse. • We use iPads and/or Chromebooks to improve access to writing tasks. • Use of Easy Spelling Aid app. • Use of Clicker software.
Some examples of targeted adult support for this area of need include: • Active literacy kit • Lexia programme • Reading Plus	

- Dyslexia portfolio screen
- Basic visual disturbance testing (colour overlays)
- Better reading partners scheme
- SpeedUp! Handwriting intervention
- Write From the Start fine motor programme
- Highly scaffolding writing supports (Talk, Write, Trace, Build, Check)
- Rapid Catch Up Phonic intervention
- After school tailored booster groups

Area of need	Quality First Teaching for all in an inclusive classroom.
Mathematics (including Dyscalculia)	• Differentiated curriculum planning, activities, delivery, questioning and outcome. • Students positioned carefully in the class. • 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. • Classrooms use a verbal feedback policy to address misconceptions and create challenges for all children. • Daily mental maths practise. • Probe sheets • iPad apps to develop quick recall skills
Some examples of targeted adult support for this area of need include: • Success @ Arithmetic • 1st Class @ Number • Pre-Teaching sessions • Use of Steve Chinn's Dyscalculia resources and testing materials. • Multiplication Rules resources • Sumdog • Numicon Firm Foundations Kit • Sandwell Early Numeracy Test • After school tailored booster groups	
Area of need	Quality First Teaching for all in an inclusive classroom.
SEMH (Social, Emotional, Mental Health)	• Specifically designed assemblies and lessons. • Whole school days/events focussed on mental health. • Circle Time sessions. • Class reward systems, e.g. Recognition board and house points. • Consistent classroom management (Ready, Mutually respectful and Safe). • Visual timetables. • Emotional check ins • Positive reinforcement used to encourage good behaviour (praise in public, remind in private).

	• Regular communications 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. • Chunking of learning tasks using now and then. • Individual reward systems. • A home/school diary via Dojo to celebrate successes that enables home and school to thoroughly communicate behaviour. • Personised 'chill out' areas can be created within the classroom. • A "Special Box". Child has a personal box of objects/ activities that will help them calm down. • 'Meet and greet' every morning and after lunch break.
Some examples of targeted adult support for this area of need include: • Nurture groups • Draw and Talk Therapy • THRIVE • Talkabout social and emotional programme • Lego therapy • Personalised feelings maps • Use of the Incredible 5 Point Scale materials • Use of Comic Strip Conversations • Boxall Profiling • Think good, Feel good resource • Zones of Regulation resource • Socially Speaking resource ○ Winston's Wish resources • Tailored grief support	
Area of need	Quality First Teaching for all in an inclusive classroom.
Speech, Language and Communication (including Autistic Spectrum Disorder)	• 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.

	• Phonic phones • Reflection areas in every classroom. • Personised 'chill out' areas can be created within the classroom. • Carefully planned transitions between classes/secondary school, e.g. extra visits, poster of new classes, key rings of new adults. • Use of Widget visuals to support communication. • Using objects of reference and/or pictorial representatives.
Some examples of targeted adult support for this area of need include: • Talkboost programme • Basic Makaton • Social story resources • Talking Partners • Black Sheep Press resources • Socially speaking resources • Zones of regulation resources • The Conversation Train resource • Verbo	
Area of need	Quality First Teaching for all in an inclusive classroom.
Sensory, Physical and Medical	• 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 can provide pencil grips and special pencils/pens. • Privacy boards and ear defenders are available. • Slant writing boards. • Wobble cushions. • Regular whole class movement breaks.
Some examples of targeted adult support for this area of need include: • Use of a laptop or keyboard to write. • Screen casting from iPads. • Adaptions have been made to the building so that it includes a lift between KS2 floors as well as making the whole building wheelchair accessible. • Sensory resources. • Sensory room with built in padded area, dark den, fibre optics etc • Fine and gross motor skills programme • Building Blocks for Learning Occupational Therapy Approaches resource	