

## Richmond Methodist Primary 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)	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery, questioning and outcome.</li> <li>• Students positioned carefully in the class.</li> <li>• 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.</li> <li>• Phonic boards available when children write.</li> <li>• Sound buttons are available to support sentence writing.</li> <li>• Consideration of the use of peers to maximise opportunities for learning i.e. learning partners.</li> <li>• Writing frames are used to scaffold writing tasks.</li> <li>• Extra explanation is given to clarify understanding.</li> <li>• We provide coloured overlays, rulers and coloured books.</li> <li>• 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)</li> <li>• Sometimes written tasks are scribed so that a child can reach their full potential.</li> <li>• Instructions given in small chunks and very clearly.</li> <li>• We use the IWB.</li> <li>• We all use a Literacy Working Wall.</li> <li>• We have a range of dictionaries (including ACE dictionaries).</li> <li>• We provide pencil grips and special pencils/pens</li> <li>• Photocopying on coloured paper and/or use of a colour overlay.</li> <li>• Differentiated cursive writing throughout the school.</li> <li>• Writing targets are displayed in every classroom.</li> <li>• Phonic phones</li> <li>• Differentiated computer boards and mouse.</li> </ul>
<p><b>Some examples of targeted adult support for this area of need include:</b></p> <ul style="list-style-type: none"> <li>• Active literacy kit</li> <li>• Lexia programme</li> <li>• Use of Google Docs writing aid</li> <li>• Use of Easy Spelling Aid app</li> <li>• Dyslexia portfolio screen</li> <li>• Visual disturbance testing</li> <li>• Better reading partners scheme</li> </ul>	
Area of need	Quality First Teaching for all in an inclusive classroom.

Mathematics (including Dyscalculia)	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery, questioning and outcome.</li> <li>• Students positioned carefully in the class.</li> <li>• Students are provided with relevant and accessible resources, eg. Number lines, counters, Numicon</li> <li>• We use the IWB.</li> <li>• We all use a Mathematics Working Wall.</li> <li>• All learning begins with using concrete resources.</li> <li>• Classrooms use a verbal feedback policy to address misconceptions and create challenges for all children.</li> <li>• Daily mental maths practise.</li> </ul>
-------------------------------------	--

**Some examples of targeted adult support for this area of need include:**

- Dynamo maths programme
- Success @ Arithmetoc
- 1<sup>st</sup> Class @ Number
- Use of Steve Chinn's Dyscalculia resources and testing materials.
- Multiplication Rules resources

<b>Area of need</b>	<b>Quality First Teaching for all in an inclusive classroom.</b>
---------------------	--

SEMH (Social, Emotional, Mental Health)	<ul style="list-style-type: none"> <li>• SEAL assemblies and lessons.</li> <li>• Circle Time sessions.</li> <li>• Class reward systems, e.g. Dojos and house points.</li> <li>• Consistent classroom management (Ready, Mutually respectful and Safe).</li> <li>• Visual timetables.</li> <li>• Positive reinforcement used to encourage good behaviour (praise in public, remind in private).</li> <li>• Regular conversations with parents.</li> <li>• Students positioned carefully in the class.</li> <li>• A fiddle toy is encouraged to promote concentration in class discussion and when listening to the teacher.</li> <li>• An exciting array of extracurricular activities are available.</li> <li>• Active breaks between tasks.</li> <li>• Reflection areas in every classroom.</li> <li>• Chunking of learning tasks using now and then.</li> <li>• Individual reward systems.</li> <li>• A home/school diary that enables home and school to thoroughly communicate behaviour.</li> <li>• Personalised 'chill out' areas can be created within the classroom.</li> <li>• A "Special Box". Child has a personal box of objects/ activities that will help them calm down.</li> <li>• Golden books.</li> <li>• Nurture start to the day for all children.</li> <li>• 'Meet and greet' every morning and after lunch break.</li> </ul>
---	--

**Some examples of targeted adult support for this area of need include:**

- Golden ticket lunch time club
- Talkabout social and emotional programme

- Lego therapy
- Personalised feelings maps
- Use of the Incredible 5 Point Scale materials
- Use of Comic Strip Conversations
- The Piper Model resources

Area of need	Quality First Teaching for all in an inclusive classroom.
Speech, Language and Communication (including Autistic Spectrum Disorder)	<ul style="list-style-type: none"> <li>• Instructions given in small chunks and very clearly.</li> <li>• Extra explanation is given to clarify understanding.</li> <li>• Visual timetables.</li> <li>• A fiddle toy is encouraged to promote concentration in class discussion and when listening to the teacher.</li> <li>• Now and Next strategies used alongside other visual supports.</li> <li>• Hand signals are used to accompany verbal instructions.</li> <li>• Students positioned carefully in the class.</li> <li>• Privacy boards and ear defenders are available in every classroom.</li> <li>• Classes partake in active breaks.</li> <li>• Phonic phones</li> <li>• Reflection areas in every classroom.</li> <li>• Personised 'chill out' areas can be created within the classroom.</li> <li>• Carefully planned transitions between classes/secondary school, e.g. extra visits, poster of new classes, key rings of new adults.</li> </ul>
<p><b>Some examples of targeted adult support for this area of need include:</b></p> <ul style="list-style-type: none"> <li>• Talkboost programme</li> <li>• Communicate and print</li> <li>• Basic Makaton</li> <li>• Social story resources</li> <li>• Socially speaking resources</li> <li>• Zones of regulation resources</li> </ul>	
Area of need	Quality First Teaching for all in an inclusive classroom.
Sensory, Physical and Medical	<ul style="list-style-type: none"> <li>• Staff are well trained and educated in impairments and limitations. Medical support/advice implemented.</li> <li>• Students positioned carefully in the class e.g. away from direct sunlight.</li> <li>• A fiddle toy is encouraged to promote concentration in class discussion and when listening to the teacher.</li> <li>• Work enlarged and /or adapted.</li> <li>• We can provide pencil grips and special pencils/pens.</li> <li>• Activate movement breaks.</li> <li>• Privacy boards and ear defenders are available.</li> <li>• Slant writing boards.</li> </ul>

- Wobble cushions.

**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.