



Whole School Provision Map Universal Approach

The information below outlines the practice and range of support offered across the school in each area of need .

PRIMARY SCHOOL

Cognition and Learning

- ◆ **Quality First Implementation of the Curriculum**
- ◆ High expectations of children and appropriate challenge for all
- ◆ Clear learning objectives and differentiated outcomes
- ◆ Personalised and differentiated teaching– planning, activities, delivery and outcome
- ◆ Clear feedback and next steps in their learning– children involved and given time to respond– verbally or use of purple pen of power
- ◆ Behaviour for Learning at the heart of the lessons
- ◆ Teaching assistants provide support and promote independence
- ◆ Learning walls to support and enhance learning
- ◆ Time to talk things through with a Talk Partner before feeding back to class
- ◆ Hands on manipulatives available to support and promote independence where possible
- ◆ Access to ICT in particular iPads to help
- ◆ Writing frames or alternatives to written recording when writing is not the primary objective
- ◆ Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- ◆ Multisensory learning approach (visual, auditory and kinaesthetic learning)
- ◆ Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place.
- ◆ Illustrated dictionaries

Communication and Interaction

- ◆ **Quality First Implementation of the Curriculum**
- ◆ Differentiated curriculum planning, activities, delivery and outcome
- ◆ Say what you mean
- ◆ Clear and simple instructions
- ◆ Extra time to process what has been said
- ◆ Modelling of correct sentence usage
- ◆ Talk partner opportunities
- ◆ Broad range of sentence activities, e.g. description, news telling
- ◆ Guided reading for decoding and comprehension
- ◆ Visual prompting and clues– timetable, instructions
- ◆ Clear rewards and sanctions– including motivators
- ◆ Word mats for across the curriculum
- ◆ Calm learning environment
- ◆ Quiet work stations
- ◆ Structured school and class routines
- ◆ Circle time

Social, Emotional and Mental Health Difficulties

- ◆ **Quality First Implementation of the Curriculum**
- ◆ Whole school positive behaviour policy
- ◆ PSHE Curriculum
- ◆ Worry Monster
- ◆ Class Dojo
- ◆ Assemblies: celebration and open afternoons
- ◆ Clear whole school behaviour for learning policy, which is differentiated according to need and context
- ◆ Identification and response to preferred learning styles
- ◆ Positive language to re-direct and reinforce expectations e.g. others as role models
- ◆ Environmental adaptation—Seating plans that are reviewed regularly

Sensory and/or Physical Needs

- ◆ **Quality First Implementation of the Curriculum**
- ◆ Staff aware of implications of physical impairment
- ◆ Pencil grips
- ◆ Sensory accessories used to support children with sensory needs; chews; ear defenders;
- ◆ Well organised learning environment
- ◆ Choice making opportunities
- ◆ Pre-writing activities and warm ups
- ◆ Good quality resources that are clear and easy to use/read
- ◆ Use of whiteboards
- ◆ Use of blinds to block sunlight



Whole School Provision Map SEND support

If your child requires support in addition to the Universal Approach they may receive the support listed below:

THREESFIELD PRIMARY SCHOOL

Cognition and Learning

- ◆ Precision Teaching
- ◆ 1:1 reading
- ◆ Targeted Reading
- ◆ In class support from teaching assistants
- ◆ Same day intervention
- ◆ Reading overlays
- ◆ Nessy
- ◆ IDL
- ◆ Group tutoring
- ◆ Number Sense

Communication and Interaction

- ◆ In class support with focus on supporting speech and language
- ◆ Input from Autism Outreach Team
- ◆ Visual Organiser
- ◆ Socially Speaking
- ◆ Time to talk
- ◆ Social Stories
- ◆ Coloured Fans to communicate feeling
- ◆ Prompt cards for conversation skills
- ◆ Lego Therapy
- ◆ Personal Tutorials

Social, Emotional and Mental Health Difficulties

- ◆ Small group circle time
- ◆ Worry Monster
- ◆ Social Skills group
- ◆ Individual Reward System
- ◆ Home– school daily record
- ◆ Socially Speaking
- ◆ Transition Support

Sensory and/or Physical Needs

- ◆ Individual Support in class during PE and lunch time
- ◆ Reasonable adjustments to environment to support access
- ◆ Quiet/safe area in school
- ◆ Access to sensory aids
- ◆ Individual Risk Assessments