Follifoot Spofforth Federation

Provision Maps

For the academic year 2024-2025

Sensory and Physical

Inclusive Quality Curriculum Implementation for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions

• Inclusive Quality Curriculum Implementation for All with a multi-sensory approach to learning
• Activities for bilateral development – both hands at the same time, threading, weaving, 2 crayons to make a mark on paper e.g. up and down lines, circles.
• Writing slope, non-slip matting
• Various Pens/pencils/writing materials.
• Explore all writing grips
• Different shaped pens/pencils
• Finger gym
• Dough Disco www.spreadthehappiness.co.uk/product/**dough-disco-book**
• Alphabet arc to make words by physically moving letters together.
• Use interactive displays with talking tins to help pupils record their ideas and offer an alternative to writing to maintain confidence.
• Quality assessments that inform learning and provides a cognitive challenge
• Context embedded learning, scaffold learning (building on prior knowledge and experience)
• The use of visual, auditory, and kinaesthetic methods
• A structured environment that encourages independence in learning
• Awareness raising for staff
• Touch typing skills
• Appropriate seating and workstation
• Encourage pupils to use aids, e.g. hearing aids, glasses
• Ensure you have the pupil's attention before speaking
• The use of additional time to allow for processing of information, formulating responses and completing tasks
• Advanced planning and special arrangements for off site visits
• Specialist arrangements to be made for tests and exams
• Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment
 	
Hearing impaired
• To aid lip reading, stand still, do not stand in front of a window, keep instructions short, sit the pupil so that your full face is seen
• Check for understanding through asking questions and observing responses
	• Small group work structured with a purpose and measured impact.
	• Small group work structured to follow up target to fill in gaps.
	• Individual or group sessions – breakfast/after school club.
	• Learning conversations.
	• Risk assessment to support inclusion in certain activities.
	• Mentoring/pastoral support at key times of day/week.
	• Individualised motivational rewards.
		• Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist.
		• Specialist assessment of pupil's needs.
		• Enhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved. This may include:
		  ➢ British Sign Language
		  ➢ Sign Supported English
		  ➢ Braille
		  ➢ Moon (IT touch app)
		  ➢ Mobility (Independent Travel)
		  ➢ Independence Living skills
		  ➢ Enhancing Social and emotional skills
		  ➢ Additional ICT skills
		  ➢ Specialist IT/Communication equipment
		  ➢ Low Vision Aids
		  ➢ FM Systems. (hearing impairment)
		
		• Loan of and training in the use of pupil specific, specialist equipment for staff and pupils.
		• In-school training for staff (pupil specific).

- Repeat the contributions of other pupils
- Write homework on the board and give at the beginning of the lesson rather than the end
- Allow extra time for thinking, processing, and formulating response
- Make sure you gain the pupils attention by first saying their name before giving instructions or asking questions.

Visually Impaired
- Prescribed glasses should be worn as advised – ensure that they are clean
- Do not ask visually impaired children to share books or worksheets
- Photocopies need to be of high quality, good contrast, clear and not reduced in size
- Work cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surface
- When using the blackboard/ whiteboard, it helps if the teacher speaks clearly as he/she is writing.
- Keep the whiteboard clean and clear. Contrasting and dark markers should be used
- Change background colour on the interactive whiteboard to reduce glare and improve contrast
- Supplementary lighting should be helpful, not dazzling. Extra individual lighting should be placed to the rear and come from over the shoulder.
- The pupils should be positioned to make maximum use of natural lighting but to avoid glare
- An orderly environment is most important. Be aware that hazards may not always be seen e.g. bags on the floor
- Make sure all glass screens e.g. computers and TVs are clean and goggles unscratched.
- To ensure good posture, use desk slope or board, or simple book stands on desks.
- Make sure you gain the pupils attention by first saying their name before giving instructions or asking questions.

Physical/Medical
- Arrange seating work areas so that pupils have:
- Space to move to/from area
- Have a clear view of the board or demonstration area
- Can reach equipment independently
- Have adequate space around to aid balance
- It may be necessary to adopt different strategies in order to facilitate the ease

of movement around the building:
- Timetabling of accessible rooms
- Locker / place to store books and equipment
- Leaving lessons early to avoid busy corridors
- Opportunities to develop independence through management of the environment and support staff
- Buddy system.
- Differentiate tasks to reduce the amount of written working using:
- Cloze techniques
- Grids/tables
- A scribe
- Aid access to ICT using strategies that may include:
  - Altering the Windows environment to make access easier
  - Using alternative hardware e.g. rollerball
  - Using software to aid recording e.g. Clicker.
  - Lower case and coloured keyboard
- Provide additional equipment such as:
  - Easy grip scissors, tools, pen, pencils
  - Sloping writing wedge
  - Non-slip mat
- Present work in a different format:
  - Clear, non 'busy' worksheets
  - Questions numbered to help with sequencing of task
  - Reading/marker 'window'
  - Covering over part of a worksheet that is not being worked on to reduce distraction
- Make additional arrangements e.g.
  - Additional time to complete tasks
  - Opportunities to develop independence and decision making
  - Advance planning and special arrangements in order to be included in off-site visits
  - Special arrangements to be made for testing / examinations
  - Training for staff who may be involved in moving and handling for pupils
  - For fire evacuation

Cognition and Learning

Inclusive Quality Curriculum Implementation for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions

• Planning emphasises what children will learn based on an assessment of what the child already knows, understands, and can do.
• Personalised and differentiated teaching, including questioning.
• Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory, or kinaesthetic learning) matched to the needs of individuals.
• Teachers use a range of access strategies that will help children overcome barriers to learning e.g. use of models and images.
• Ensure new concept teaching is linked to previous learning.
• Offer concrete, pictorial, and then abstract representations of the same concept:
 	
• Tasks are clearly explained or modelled – success criteria are clear as are outcomes.
• Organisation of the classroom environment is conducive for learning e.g. background noise is avoided; light source is in front of the teacher.
• Use of differentiated learning walls to support learning and teaching.
• High Quality Phonic Work.
• Colourful semantics approach.
• Pupils given time or support before response is required.
• New or difficult vocabulary is clarified, written up, displayed, and referred to.
• Pupils are provided with relevant and accessible resources e.g. word banks, number lines, dictionaries, spell checkers.
• Alternatives to written recording are used including mind mapping, adult scribe, recording using iPads or sound buttons. These can be used:
  o For the pupil to record their ideas for writing and check back.
  o For adults to record whole class instructions and give to individuals who need to hear them several times.
  o To record messages to be taken to other locations in school or home.
  o To store ideas for later.
	• Targeted use of literacy and numeracy group interventions e.g. Early Reading Research, Toe by Toe
	• Materials targeted to different pupils according to need, linked to current class unit of work.
	• Guided reading/writing/phonic/talk/ maths –increasingly personalised
	In class support from additional adults
	• Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary to make the unfamiliar feel familiar.
	• Offer a Workstation approach:
	
	• Teachers must assess whether the pupil has a gap in their learning experiences and understanding. If this is the case, ensure strategies that are implemented are interactive, multisensory and reflect early learning experiences e.g.
	  o Flashcards with picture/rhyme hooks
	  o Explore letters and numbers using 3D representations (magnetic letters/wooden letters).
	  o Feely bag activities.
	  o Numicon.
	  o Interactive number displays to link
		• Increasingly individualised programmes based on independent evidence of what works e.g. DCSF 'What works for pupils with literacy difficulties' Ref: 00688-2007BKT-EN
		• Individual session with visiting specialist (SEND Hub etc.).
		• Teacher or TA delivering interventions provided by outside agency.
		• Proven interventions; ALK, precision teaching etc.
		• Loan technology for use at home.

- Offer a visual task timeline as part of a task slicing approach:
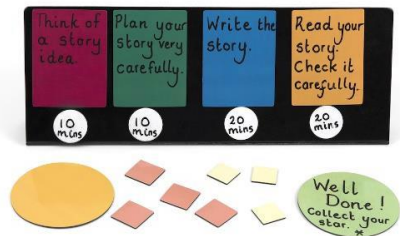
- Limit concurrent processing demands.
- Offer short, personalised instructions in the correct task sequence.
- Encourage the pupil to make a checklist.
- Increase general visual support to aid recall. This can be in the form of word webs, picture cues, visual task timelines, story maps and graphic organisers.
- Develop a 'Park It' system. The pupil can record (draw/or write) their ideas on post it notes ad 'park' them for later. These can be reviewed with an adult at an appropriate time.
- As part of lesson plenaries include a retrieval practice activity such as:

- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of moving from the carpet to the table.
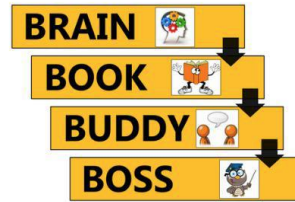- Provide visuals to support vocabulary:

o number sense with numerals.
o Number/letter treasure hunts.

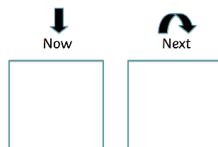|		
• Provide equipment checklists: **Have You Got Everything You Need for Maths?** • Reduce language levels – _focus on key words and points needed for delivery. • Personalise instructions (Name first to focus attention then instruction). • Use peers to maximise opportunities for learning. Introduce peer feedback and a peer buddy to check work with. • Offer a strategy reminder card. The pupil needs to have tried two things from their card before seeking adult support: **BRAIN** **BOOK** **BUDDY** **BOSS** • Use of procedural facilitators e.g. writing frames accompanied by higher order questioning and teacher dialogue to extend learning.		

Social, Emotional and Mental Health SEMH

Inclusive Quality Curriculum Implementation for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
• Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil: become more alert, remain focussed or become calmer. This approach could form part of a wider sensory diet. Resources could include: Sensory Fiddles Wobble Cushion Weighted Resources Fidgety Feet • Offer frequent and planned refresh/refocus breaks built into a visual timeline. • Use of a tabletop timer to show how long the child has to work for. • Develop self-monitoring and regulation skills as part of a whole class approach: • Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active learner. • Break larger tasks into small steps and offer a motivator for successful completion of each one. Several small rewards could be exchanged for a higher value reward: • Keep focused activities short and intersperse with child-led activity. • Reduce the number of children in the group for adult led activities.	• Nurture groups • Five-point scale • Manage transitions -specifically to high school • Vulnerability register • A designated area to calm down • Staff trained in de-escalation strategies • Record antecedent, action, consequence. • Adaptations to classroom layout/furniture. • An alternative lunchtime club for children who find it difficult to cope with playtime • An area to calm down	• Compass Phoenix • Thrive and Elsa therapeutic interventions • ABCC/STAR monitoring • TEAM Teach • Home school support worker • Behaviour support services • SEND Hubs • Child protection designated person • Outside agencies • CAMHS • Educational Psychologist • Space for children to work in a different way • Sensory equipment/resources • Space for children who need additional and different

- Daily repetition of activities and routines so that they become familiar and predictable. - Ensure clarity when using time phrases- e.g. 'You have 5 minutes; I will set this timer to show you' vs. 'you have a few minutes or so'. Ensure you use accurate time parameters - Set up a task management board using a now and next visual prompt with a visual time reminder: ↓ ↻ Now Next [ ] [ ] - High expectations for all - Pace-varied tasks - Careful choice of talk partners - Positive whole school behaviour policy - Use of Emotion Coaching strategies - Modelling of good behaviour by staff - Use of adult body language and voice - Catching them being good by pre-empting - Praise to get attention - Visual timetable - Circle time (PSHE) - Drink water - Formal and informal meetings with parents - Fit and Funky/Activate Awake - Citizenship/PSHE - Notes home positive - Give children valuable roles to help adults e.g. take register - Create a safe learning environment - Giving child valuable role in activities – e.g. supporting teacher.		

Communication and Interaction

Inclusive Quality Curriculum Implementation for All	Additional interventions to enable individual to work at age related expectations	Highly personalised interventions
- Appropriate use of visual, auditory, and kinaesthetic strategies to best meet needs. - Visual based information books/timetables etc. - Plan for differentiation of task and outcome where necessary, including opportunities for alternative ways of recording skills and knowledge, and also alternative means of expression e.g. signs, symbols, high tech communication aids. - Make explicit links to previous learning. - Identify core vocabulary and concepts for lessons. - Build in opportunities within a lesson for over-learning, repetition, and generalisation of concepts. - Identify appropriate resources to facilitate hands-on, experiential learning. - Communicate orally and visually the learning objectives for the lesson. - Systematic teaching of Phonics. - Colourful semantics - Rich curriculum experiences such as drama, art, sport. - Firm and clear boundaries. - Positive reinforcement. - Clear class structure and routine. - Sensory approaches to learning. - Access to computers. - Differentiation of work. - Labelled and organised resources. - Learning walls. - Practical activities. - Creative opportunities. - Flexible teaching arrangements. Use of visual strategies to aid teaching and learning e.g. visual timetables - Non-verbal symbols to aid comprehension e.g. Widgit,	- Guided Talk Groups, 'Speaking and Listening through Narrative', 'Time to Talk', 'Socially Speaking'. - Use of talk partners. - Small group work with children who can model language. - Barrier games. - Word webbing. - Use of sensory approaches. - Revisiting prior learning to strengthen long term memory. - Provide particular opportunities for children to articulate their new learning. - Support provided at breakfast/after school clubs. - Precision teaching. - Reinforcement of key ideas. - Small group work on emotions and understanding feelings. - Area provided for 'quiet time'. - Circle of friends - In class support with a focus on supporting speech and language - Peer support activities, e.g. working with peer groups to enhance their own understanding in order to reduce bullying, etc	- Incorporate advice from a speech and language therapist and/or specialist teacher relating to individual needs. - Specify and consider reducing the vocabulary/concepts to be learned for pupils with specific language needs. - Plan for pre-teaching of specific vocabulary/concepts using a structured format. - Identify key approaches for TA to use with individual pupils/small group, either to support class activity or to complete therapeutic interventions determined by S&LT. - Incorporate targets into planning. - Produce individual support materials e.g. talking tins, communicate 2 print app. - Regular meetings with parents to discuss progress. - Personal visual timetable. - Communication cards – signs and symbols to show emotions, actions etc. - Loan technology for use at home. - Individual visual timetable. - Signs and symbols. - Positive reinforcement. - Work to develop organisational skills. - Advice from outside agencies and specialists. - Specific behaviour targets. - Individual rewards system. - Individual risk assessments for certain activities. - Social stories. - Regular and close contact with parents/carers - High level of 1:1 support (including at unstructured times) - PECS Picture Exchange Communication System - Visual strategies based on TEACCH (Treatment & Education of Autistic and Related Communication Handicapped Children), providing structure, reducing stress, and improving

2000 Mayer Johnson
• Sign supported software e.g. Writing with symbols, Widgit, Communicate in Print
• Use of ICT as access strategy e.g. Clicker
• Let's Communicate NYCC
• 'Spell' approach:
    ➢ structure
    ➢ positive
    ➢ empathy
    ➢ learning
    ➢ links
		understanding
		• Social Stories – assists individuals to develop greater social understanding
		• Comic strip conversations – assists understanding of difficult or key concepts
		• Let's Target Communication –NYCC
		• Support from SEND Hubs
		• Specialist support focused on communication (e.g. SALT, signing)
		• Access to regular mentoring work