

Provision Map for Chilton Community Primary School 2017/18

Area of Need	Universal	Targeted	Specialised
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes • Use of 'Learning Partners / Talk Partners' to promote peer tutoring and learning • Visual timetables • Use of symbols / visual prompts • Circle Time in classes • Structured school and class routines 	<ul style="list-style-type: none"> • Nurture Group Provision • Wellcomm Assessments & Intervention Programmes • Pre-teaching of key vocabulary • Sensory aids - ear defenders etc • Now & Then Cards 	<ul style="list-style-type: none"> • Referral to Speech & Language Therapy • 1:1 speech and language programme from SLT • Access to Speech and Language Therapist in school every fortnight • Early Years support for alternative forms of communication, i.e. Makaton • 1:1 adult support • Social stories • Autism training for staff from CISS • Referral to County Inclusion Support Service • Lego Therapy • Home School Communication Book • Personalised Transition Programmes

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes • Learning walls to support key learning points • Visual aids • Visual timetables • Writing frames & word banks • In-class support from teacher / TA • Access to ICT to support with recording written information • Use of mind-mapping • Colour coding • Use of manipulatives to support learning 	<ul style="list-style-type: none"> • 1:1 RWI Tutoring • Focussed 1:1 or group work with CT/TA in literacy and numeracy • Booster Groups focussed on literacy & numeracy • KS2 RWI Group • 1:1 Power Maths interventions • ACE dictionaries • Clicker 4 • Nessy • Use of coloured overlays 	<ul style="list-style-type: none"> • Educational Psychologist Support • Referral to SENDAT • Input from SENDAT Outreach • Referral to Dyslexia Outreach • Input from Dyslexia Outreach • 1:1 Personalised Literacy / Numeracy support • Memory Skills Intervention • Individual reading support • Access arrangements during assessments • Precision Teaching • Catch Up Literacy • Personalised Transition Programmes

Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Positive staff-pupil relationships • Whole school behaviour policy • Restorative Practice • Whole school / class rules • Whole school reward and consequences systems • Circle Time • Weekly PSHE lessons based on 'SEAL' programmes • Class / School responsibilities • Assemblies 	<ul style="list-style-type: none"> • Access to Learning Mentor for regular nurturing chats • Structured provision during social times • Breakfast Club • Nurture Group • Boxhall Profile Assessments & Support Plans • Referral to School Nurse • Access to equipment - fiddle toys etc • Risk Management 	<ul style="list-style-type: none"> • Referral to County Inclusion Support Service • Thrive Action Plans • Support from County Inclusion Support Service • Referral to CAMHS • Individual Behaviour Plans and reward systems • 1:1 keyworker support • Access to 'Sensory Tents' and calm spaces within classrooms • Individual timetables • Personalised Transition Programmes
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<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Medical support from trained First Aiders • Staff awareness and understanding • Accessible environment • Carpeted classrooms to reduce background noise 	<ul style="list-style-type: none"> • Fine Motor Skills Group • Additional handwriting practice • Access to equipment, i.e. writing slopes, pen grips etc • 	<ul style="list-style-type: none"> • Access to support from Communication and Sensory Service • Referral to Occupational Therapy • 1:1 occupational therapy programme from OT • Individual Care Plans • Personalised Transition Programmes
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