

**Provision and Access Map 2017-18  
St Peter's Primary School**

**Early Years Foundation Stage (EYFS)**

**NB The different coloured font is purely to aid the ease of distinguishing and reading the different provisions available.**

**Provision is categorised under: Universal ie available to all  
Additional to and Different from Universal  
Targeted Specialist Provision organised by outside agency**

**Within each of the above categories there are four areas of need: cognition and learning; communication and interaction; social, emotional and mental health difficulties; sensory and/or physical needs.**

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, emotional and mental health difficulties</b>	<b>Sensory and/or Physical needs</b>
<b>Universal: Ordinarily Available EYFS</b>	<p>Differentiated curriculum planning, activities, delivery and outcomes.</p> <p>Flexible groupings: ability/mixed/small group/paired work/individual supported by teacher or teaching assistant/peer support/focused teaching group.</p>	<p>Classroom layout is created and varied to ensure pupils can hear and see the teacher. If required, a pupil has access to a quiet, distraction free zone.</p> <p>Differentiated curriculum planning, activities, delivery and outcomes</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>Agreed whole school behaviour policy. Whole school/class rules. Class reward and sanctions systems. Circle time</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>Sound field system</p> <p>Hearing sound clouds in all rooms</p> <p>Seating position Position of teacher when speaking to child</p>

	<p>Ongoing assessment (moderated) Setting of short and long term targets.</p> <p>Advice and recommendations from external specialists included in normal teaching.</p> <p>Regular progress review meetings</p> <p>Classroom learning environment organised to facilitate access and promote independence e.g. resources and equipment labelled with words and symbols/pictures.</p> <p>Curriculum offer and daily lessons reflects range of learning styles across all subjects.</p> <p>Use of kinaesthetic, auditory and visual techniques to support</p>	<p>Flexible groupings: ability/mixed/small group/paired work/individual supported by teacher or teaching assistant/peer support/focused teaching group (to support exposure to good role models to support development of language and vocabulary).</p> <p>Ongoing assessment (moderated)</p> <p>Use of 'Talking Partners Screening Tool' to establish base-line skills.</p> <p>Setting of short and long term targets. Talking Partners</p> <p>Advice and recommendations from external specialists included in normal</p>	<p>Buddy systems</p> <p>Agreed procedures with mid-day meal supervisors to support unstructured times.</p> <p>Inclusive Behaviour Support plans</p> <p>Use of ABC charts</p> <p>Use of resources to develop understanding of emotions – emotion pictures, emotion ball etc.</p>	<p>Font size</p> <p>De-cluttering boards/worksheets of extraneous matter.</p> <p>Use of pen rather than pencil.</p>
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	<p>memory e.g  <b>Auditory:</b> repeating directions they have been given before beginning a task; listening to auditory sequences with closed eyes.  <b>Kinaesthetic:</b> miming/demonstrating physical actions and processes for child to mimic, allowing use of fiddle toys, encouraging movement such as walking around the room when memorizing work, movement programmes of repetitive exercises, use of practical equipment, writing on large paper, large arm movements etc  Visual: using colour to accentuate individual errors e.g. colour silent final 'e' in red for a child with this problem etc</p> <p>Learning supported by use of practical materials and a range of visual cues and</p>	<p>teaching</p> <p>Regular progress review meetings</p> <p>Yr 6/Yr R buddies</p> <p>Use of language simplified with short and concise instructions.</p> <p>Work chunked into manageable steps.</p> <p>Use of visuals (pictures/symbols etc) to support language development</p> <p>Use of 'talking tins'</p> <p>Carpet time</p> <p>Role play areas that promote language learning.  Language displayed around classroom.</p>		
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	<p>scaffolding.</p> <p>Work chunked into manageable steps.</p> <p>Where possible, learning linked to first hand experiences and personal interests.</p> <p>Alternative methods for written recording in place to facilitate focus on other learning skills and knowledge.</p> <p>Use of 'talking tins'</p> <p>Range of ICT</p> <p>Visual time-tables and other visual supports</p>			
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<p><b>Additional to and Different from universal:</b> <b>EYFS</b></p>	<p>Classroom strategies provided by Educational Psychologist for individual children.</p> <p>Tailored interventions and resources</p> <p>Use of precision learning techniques, pre and post tutoring to introduce and embed key knowledge and skills.</p> <p>Specific 'catch up/intervention' programmes to establish core reading, writing and mathematical skills for groups of pupils working just below age related</p>	<p>1:1 or small group work with Speech &amp; Language Teaching Assistant to work on speech and language therapy targets</p> <p>Social Communication intervention group with Speech and language Teaching Assistant, Emotional Literacy Support Assistant (ELSA) or reception class teaching assistants.</p> <p>Colourful Semantics</p> <p>Strategies to support children with selected mutism</p> <p>Advice and recommendations from external specialists included in day to day teaching</p>	<p>Strategies provided by Educational Psychologist for individual children</p> <p>Strategies provided by the Behaviour Support Team for individual children.</p> <p>Use of ELSA/SENSORY room</p>	<p>Support from hearing impairment service and/or visual impairment service</p> <p>Occupational Therapy programmes for specific children facilitated via 'fiddle fingers' group</p> <p>Physiotherapy programmes for specific children as supplied by physiotherapists</p> <p>Access to sensory tent and sensory resources within the school's sensory room.</p> <p>Sensory bags/boxes to support individual children within classrooms</p> <p>Fidget toys</p> <p>Writing wedges</p> <p>Pencil grips</p> <p>Ultra-guard pens</p>
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<p><b>Targeted Specialist Provision organised by outside agency:</b> EYFS</p>		<p>Speech Therapy intervention by speech therapist at their clinic.</p> <p>Courses run by Speech &amp; Language Service to support children with selected mutism.</p>	<p>Support from organisations recommended by Early Help Team</p>	<p>Foot-stalls Sensory cushions</p> <p>Physiotherapy/Occupational Therapy sessions delivered at clinics (arranged between clinic and parents) Visits by physiotherapist/occupational therapists to the school setting</p> <p>Hearing/vision tests at clinic (arranged between clinic and parent)</p>
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