

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

Key Stage 1 (KS1)

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.

	Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical needs
Universal: Ordinarily Available KS1	Differentiated curriculum planning, activities delivery and outcomes. Read Write Inc phonic/reading – small groups Daily reading programmes –with class Teaching Assistant/teacher Visual aids (visual	Differentiated curriculum planning, activities delivery and outcomes Circle time Visual timetables Classroom layout is created and varied to ensure pupils can hear and see the teacher. If required, a pupil has	Agreed whole school behaviour policy. Whole school/class rules. Class reward and sanctions systems. Circle time Use of resources to develop understanding	Sound loop Seating position Position of teacher when speaking to child Font size De-cluttering boards/worksheets of extraneous matter.

	<p>timetables, reminder cards eg b/d etc)</p> <p>Use of writing frames</p> <p>Use of 'word' (computer)</p> <p>Class Teaching Assistant support</p> <p>Focused group work with teacher and Teaching Assistant</p> <p>Use of kinaesthetic, auditory and visual techniques to support memory e.g. Auditory: repeating directions they have been given before beginning a task; listening to auditory sequences with closed eyes. Kinaesthetic: miming/demonstrating physical actions and processes for child to mimic, allowing use of fiddle toys, encouraging</p>	<p>access to a quiet, distraction free zone.</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</p>	<p>of emotions – emotion pictures, emotion ball etc.</p> <p>Agreed procedures with Mid-day meal supervisors to support unstructured times.</p> <p>Friendship bench</p> <p>Buddy systems</p> <p>Use of ABC charts</p> <p>Values based curriculum</p>	<p>Use of pen rather than pencil.</p>
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	<p>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</p> <p>Visual: using colour to accentuate individual errors eg 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 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</p>	<p>recommendations from external specialists included in normal teaching</p> <p>Regular progress review meetings</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 Communication in Print resource to augment visual cues.</p> <p>Use of 'talking tins'</p> <p>Carpet time</p>		
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	<p>facilitate focus on other learning skills and knowledge.</p> <p>Use of 'talking tins'</p> <p>Range of ICT</p> <p>Appropriate background colour and font on white boards and other dyslexia friendly techniques such as writing lines in different colours or numbering the lines for easy reference. Alternative colour work books. Dyslexia friendly reading books etc</p>			
<p>Additional to and Different from universal KS1</p>	<p>Specific 'catch up/intervention' programmes to establish core reading, writing and mathematical skills for groups of pupils working just below age related expectations.</p>	<p>1:1 or small group work with Speech and Language Teaching Assistant to work on speech therapy targets.</p> <p>Social Communication intervention group with Speech and Language</p>	<p>Strategies provided by Educational Psychologist for individual children.</p> <p>Strategies provided by Behaviour Support Team for individual children.</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>Classroom strategies provided by Educational Psychologist for individual children.</p> <p>Tailored interventions and resources to close the gap with national standards</p> <p>Precision teaching</p> <p>Reading Dog</p>	<p>Therapy Teaching Assistant or Emotional Literacy Support Assistant.</p> <p>Colourful Semantics</p> <p>Strategies to support children with selected mutism</p> <p>Advice and recommendations from external specialists included in normal teaching</p>	<p>Sand play therapy (delivered by school counsellor)</p> <p>Emotional literacy support by trained Emotional Literacy Support Assistant (ELSA)</p> <p>Drawing and Talking intervention</p> <p>Lego therapy</p> <p>Advice/support from Early Help Team</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> <p>Foot-stalls</p> <p>Sensory cushions</p>
<p>Targeted Specialist Provision organised by outside agency KS1</p>		<p>Speech Therapy intervention by speech therapist at their clinic.</p> <p>Courses run by Speech and Language Service</p>	<p>Support from organisations recommended by family engagement service e.g. NSPCC counselling, male</p>	<p>Physiotherapy/Occupational Therapy sessions delivered at clinics (arranged between clinic and parents)</p> <p>Visits by physiotherapist/occupational</p>

		to support children with selected mutism	mentors etc	therapists to the school setting Hearing/vision tests at clinic (arranged between clinic and parent)
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