

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

Key Stage 2 (KS2)

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

**Provision is categorised under: Universal i.e. 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 KS2	Differentiated curriculum planning, activities delivery and outcomes Visual aids (visual timetables, reminder cards eg b/d etc) Use of writing frames Use of 'word' (computer) Class TA support for child's	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 and type Background colour on white boards and other dyslexia friendly techniques such as writing lines in

	<p>targets</p> <p>Focused group work with teacher and TA</p> <p>Strategies provided by EP for individual children.</p> <p>Use of kinaesthetic, auditory and visual techniques to support memory e.g</p> <p>Auditory: repeating directions they have been given before beginning a task; teaching children to take notes while trying to memorise material; listening to auditory sequences with closed eyes.</p> <p>Kinaesthetic: 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</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.</p> <p>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 system</p> <p>Circle of friends</p> <p>Individual reward systems</p> <p>Use of ABC charts</p>	<p>different colours or numbering the lines for easy reference etc</p> <p>De-cluttering boards/worksheets of extraneous matter.</p> <p>Use of pen rather than pencil.</p>
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	<p>repetitive exercises, use of practical equipment, writing on large paper, large arm movements etc</p> <p>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 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>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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	Range of ICT			
<p>Additional to and Different from universal: KS2</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>Classroom strategies provided by Educational Psychologist for individual children.</p> <p>Tailored interventions and resources to close the gap with national standards</p> <p>Lexia</p> <p>Reading Dog</p> <p>Accelewrite/read</p> <p>Use of precision learning techniques, pre and post tutoring to introduce and</p>	<p>1:1 or small group work with Speech & Language Teaching Assistant to work on speech and language targets.</p> <p>Social Communication intervention group with Speech and Language Teaching assistant. or Emotional Literacy Support Assistant (ELSA)</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>Strategies provided by Educational Psychologist for individual children.</p> <p>Advice/support from Behaviour Support team.</p> <p>Advice/support from Early Help Team</p> <p>Counselling (including sand therapy)</p> <p>Drawing and Talking intervention</p> <p>ELSA support</p> <p>Lego therapy</p> <p>Individual mentoring when appropriate</p>	<p>Support from hearing impairment service and/or visual impairment service.</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>Fiddle Fingers group supporting occupational therapy targets</p>

	embed key knowledge and skills.			
Targeted Specialist Provision organised by outside agency: KS2	Literacy Centre	Speech Therapy intervention by Speech Therapist at their clinic. Courses run by Speech and Language Service to support children with selected mutism	Support from organisations recommended by family engagement service e.g. NSPCC counselling, male mentors etc	Physiotherapy/occupational therapy sessions at clinics (arranged between clinic and parent) Hearing/vision tests at clinics (arranged between clinic and parent)