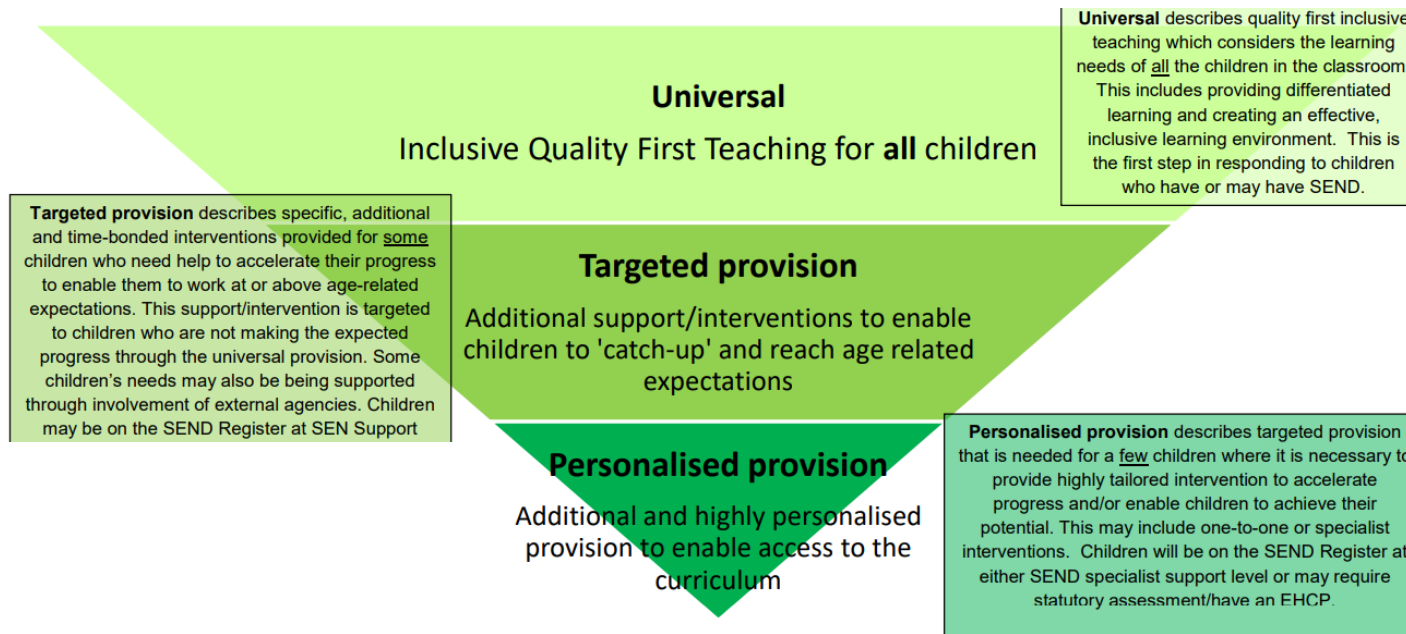




Burneston Church of England (VA) Primary School

Whole School Provision Map

Our Whole School Provision Map is an overview of the provision that we make available to **all** of our pupils. It outlines the range of strategies, interventions and support that the children may require during their time at our school. The Provision Map is split into the four categories of need as outlined in the Code of Practice 2014 (Cognition & Learning, Social, Emotional & Mental Health, Sensory & Physical and Communication & Interaction) and follows a graduated approach which can be seen in the diagram below. Our Provision Map was developed through consultation with pupils, parents, governors and staff.



Area of Need	Universal – all pupils	Targeted– Some pupils	Personalised learning – Few pupils
<p>Cognition and Learning</p> <p><i>English</i> (including Reading, Writing, Speaking and Listening)</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery, questioning and outcome • 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 eg use of models and images • Tasks are clearly explained or modelled – success criteria are clear as are outcomes. • Organisation of the classroom environment is based around the inclusive classroom model and is conducive for learning eg background noise is avoided, light source is in front of the teacher • Use of Interactive whiteboard / CTOUCH screens • Use of literacy working wall/displays/individual prompt cards • Key words and vocabulary displayed in the classroom • Little Wandle Letters and Sounds Phonics programme followed across the school, with daily phonics lessons in Reception and KS1 – keep-up not catch-up approach followed • Phonics phoneme / grapheme charts displayed and available to use linked to Little Wandle phonics programme • Range of dictionaries including ACE dictionaries. • High use of ICT – including ipads for spelling apps • Paired reading and writing • Self, peer and teacher assessment opportunities • Structured whole school and class routines e.g. daily guided reading, daily KS1 phonics, daily KS2 spellings, use of reading VIPERS • Effective use of mixed ability seating, talk partners and talk for learning • Use of sound buttons or other recording devices for auditory recall • Regular cursive handwriting practice and use of line guides where necessary • Pencil grips, special pencils and lolly stick spacers • 15 minute daily story time in each class across the school with high quality text • Reading corners in each classroom with accessible and high-quality texts available 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language and communication skills – staff training provided and delivered regularly • Time to talk group sessions • Small group guided work in whole class environment with Teacher / Teaching Assistant e.g. reading/writing. • Additional access to ICT e.g. Use of chrome books to draft writing • Multi-sensory writing practice groups- (Teodorescue / exercises from 'Developmental Dyspraxia' / Speed Up) • Individual home/school activity packs • Small group phonics catch-up programme following Little Wandle • Daily 1:1 reading beyond KS1 • Personalised consolidation and catch-up groups • IDL Literacy 	<ul style="list-style-type: none"> • Dandelion Reading scheme • 1:1 Speech and Language sessions • Personalised 1:1 interventions • External agency involvement or input from support networks e.g. HUBs and Arete Learning Trust • Precision Teaching • Alternative opportunities for recording (eg computer, Dictaphone, sound button, teacher scribe) • Active Literacy Kit (ALK) • Word Shark • Action Words • 1:1 personalised English programme delivered by Teacher or Teaching Assistant in place of whole class English teaching
<p>Cognition and Learning</p> <p><i>Maths</i></p>	<ul style="list-style-type: none"> • Whole School Long Term Plan based on White Rose Maths scheme of work supplemented with NCETM and nRich. • Differentiated activities, delivery, questioning and outcome e.g. simplified language • 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 eg use of models and images • Tasks are clearly explained or modelled – success criteria are clear as are outcomes. • Organisation of the classroom environment is based around the inclusive classroom model and is conducive for learning eg background noise is avoided, light source is in front of the teacher • Regular use of visual aids/ modelling. • Use of Interactive whiteboard / CTOUCH screen • Use of Numeracy working wall/display • Key vocabulary displayed in the classroom • Self, peer and Teacher assessment opportunities • Mixed ability seating used effectively • Structured whole school and class routines – daily maths lessons, daily times table practice, cross-curricular opportunities • Range of high quality resources accessible to children eg. 100 squares, ten frames, Numicon, Base 10 etc... • Use of ICT such as Rockstar Maths, Purple Mash 	<ul style="list-style-type: none"> • Small group guided work in whole class environment with Teacher / TA • Additional Numicon assessment, intervention and support • IDL Numeracy • 1st Class @ Number • Success @ Arithmetic • Individual home/school activity packs • Spotlight 	<ul style="list-style-type: none"> • External agency involvement or input from support networks e.g. HUBs and Arete Learning Trust • IDL Dyscalculia Screener • 1:1 personalised maths programme delivered by Teacher or Teaching Assistant in place of whole class English teaching

Area of Need	Inclusive classroom practice - All pupils	Catch-up and consolidation – Some pupils	Personalised learning – Few pupils
Emotional, Social and Mental Health	<ul style="list-style-type: none"> • Whole school ethos of nurture and wellbeing linked to school vision of Celebrate, Collaborate, Pollinate • Positive behaviour management approach based on Paul Dix • Whole school pastoral systems in place prioritising nurture e.g. Christian values • Classroom management and organisation eg. recognition boards in each class, use of stickers, WAGOLL boards, visiting other classrooms / Head Teacher to celebrate work • Weekly PSHE lessons following KAPOW scheme of learning • Alternative seating arrangements • Signals and prompts e.g. hand signs • Whole class visual timetables • Reward schemes personalised to each class • Whole School Behaviour Policy • Whole School Rules for the classroom and playground • Extra-curricular sport and activities opportunities • Use of House Groups and Buddy System to encourage peer support across year groups • Use of Class Dojo to communicate between home and school – negative communicated via Dojo and positive communicated at school gate 	<ul style="list-style-type: none"> • Nurture groups • Lego sessions • Small group teacher / teaching assistant support • Access to nurture space with adult for small group sessions • Socially Speaking • Nurturing Success • Talkabout 	<ul style="list-style-type: none"> • Individual reward system e.g. sticker chart, thumbs up/down chart • Use of First, Next, Then boards • Personalised timetables • Individual home-school communication book • External agency involvement or input from support networks e.g. HUBs, ELAC (Education of Looked After Children team), Prevention service. • Guidance and support from Compass Phoenix • Personalised sensory/nurture box • 1:1 nurture time with use of nurture tent and sensory resources • Boxall Profile • 1:1 sessions eg. using My Hidden Chimp
Sensory and physical	<ul style="list-style-type: none"> • Organisation of the classroom environment is based around the inclusive classroom model and is conducive for learning eg background noise is avoided, light source is in front of the teacher • Brain gym and Activate exercises • Cosmic Yoga • Seating arrangements are considered to ensure stability and correct height • Large print provision / coloured paper and backgrounds on screens where needed • Flexible teaching arrangements • Whole staff training and awareness of implications of physical impairment • Access to writing slopes • Access to pencil grips and special pencils • Ear defenders 	<ul style="list-style-type: none"> • Multi-sensory writing practice groups- (Teodorescue / exercises from 'Developmental Dyspraxia' / Speed Up) • Additional fine motor skills practice including handwriting • Pencil grips and special pencils • Wobble cushions • Use of chrome books for recording • Pre- writing warm up exercises for fingers arms and shoulders 	<ul style="list-style-type: none"> • Adapted cutlery and crockery • Non-slip matting for stability • Individual support in class, during PE and lunchtime. • External agency involvement eg HUBs, Occupational Therapist, Arete Learning Trust • Medical support/advice implemented for individual children • Access to nurture space to use sensory resources
Communication and Interaction	<ul style="list-style-type: none"> • Speaking and listening as an integral part of all lessons • Mixed ability seating • Paired and group work used across the curriculum • Celebration assemblies for children to show/share work • Daily Phonics to support sound formation and language / comprehension development • Use of visual timetables • Positive language and communication modelled by staff • Whole school staff training on ASD and Communication and Interaction needs • Weekly PSHE lessons following KAPOW scheme of work • Whole school and individual class routines established • Positive behaviour management systems in school based on Paul Dix 	<ul style="list-style-type: none"> • Small nurture group sessions • Additional adult support in class / at playtime • Access to pastoral support room with adult for small group sessions • Lego Therapy sessions • Time to Talk group sessions • Nurturing Success • Socially Speaking 	<ul style="list-style-type: none"> • Speech and language therapy support from SALT • 1:1 Speech and Language sessions • Support from Communication and Interaction HUB • 1:1 support sessions working on individual targets